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ABSTRACT

The purpose of this summer institute was to enrich the knowledge of the participants and also expose them to new materials, trends, and techniques in the area of political science and related social sciences with special reference to Africa and the United States. Participants were senior high school teachers of civics and world affairs whose students are mainly disadvantaged. Two substantive courses were offered: Aspects of Political Development and Government and Politics of Africa: South of the Sahara. To put into practice theory and ideas learned, a seminar and experimental class were also offered. Sections of the report discuss the rationale for the institute, planning details, participants, staff, visiting lecturers, orientation program, program operation, description of the courses, and conclusion, or evaluations. Appended are letters, program outlines, copies of pre- and post-institute evaluation questionnaires, and other documents related to the institute. (DJB)

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1969

Director's Report

EPDA
Civics Institute

(Political Change and Development: United States and Africa)

JUNE 16 – JULY 26, 1969
SOUTHERN UNIVERSITY
BATON ROUGE, LOUISIANA 70813

Director: Dr. Moses E. Akpan

AUGUST, 1969

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Director's Report

CIVICS INSTITUTE ON POLITICAL CHANGE AND DEVELOPMENT:
UNITED STATES AND AFRICA
(Title of Program)

June 16, 1969 to July 26, 1969
(Beginning Date) (Ending Date)

DR. MOSES E. AKPAN, ASSOCIATE PROFESSOR OF POLITICAL SCIENCE
(Director's Name and Title)

SOUTHERN UNIVERSITY AND A & M COLLEGE
(Host Institution)

BATON ROUGE, LA. 70813
(Location)

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INTRODUCTION

1. Educational Need and Rationale

The Department of Political Science of Southern University was inspired by acute educational needs in secondary schools, particularly those attended by disadvantaged youths, to conduct an EPDA Civics Institute on "Political Change and Development: United States and Africa" in the summer of 1969. A summary of these educational needs is given as follows:

a. A critical appraisal of traditional offerings in the social studies at both the elementary and secondary levels revealed glaring deficiencies in providing the kind of political education necessary for world understanding and responsible citizenship. This matter was especially grave in light of the present world posture: the international community has been expanded to include new states of Africa and Asia; interaction between all nations of the world has increased in frequency and intensity; Eastern and Western blocs are competing for influence in the emerging nations; and conflict in any part of the world tends to produce a seismographic effect in the entire world community. It was felt that against the backdrop of these world conditions, we could hardly afford to have our citizens, especially our youth, unenlightened concerning international affairs.

It was felt also that our educational system must bear the lion's share of the responsibility for developing skills, attitudes and concepts essential to a realistic perspective of domestic and international affairs. There was a need to reexamine and redefine our traditional values and goals in the direction of developing responsible citizenship and world-mindedness. Serious consideration was considered necessary to these aspects of American political education.

b. It was also pointed out that recent surveys under the auspices of the North Central Association and Educational Testing Service indicate that courses in international relations are offered in only about 15 per cent of the nation's high schools. Further studies revealed that knowledge of international affairs among high school students was restricted to a few generalities about the western world and only peripheral information, or no information at all, concerning non-western cultures. This lamentable situation was attributed to a number of factors. First, teachers were seen as inadequately prepared to cope with a more global approach to the study of world affairs. These teachers, understandably, did not feel competent to teach the multi-cultures of Africa and Asia. Secondly, teachers were confronted with the problem of procuring, in sufficient supply, basic readings and other materials relating to non-western cultures. Thirdly, despite the apparent need for concern regarding non-western political systems, social studies curricula in today's secondary schools were viewed to be rigidly constrained to a traditional emphasis on western political systems to the virtual exclusion of others.

c. These problems were regarded as being more acute in many high schools in Louisiana in which the students are largely from economically disadvantaged families. The backgrounds of these students have done very little to develop in them even a minimal appreciation and understanding of their own civic and political culture. Their knowledge and awareness of other cultures are almost nonexistent. Moreover, it was pointed out that teachers reported difficulty in attempting to awaken the interest and concern in these students in the characteristics and problems of other countries. These factors weighed heavily in the decision by the Department of Political Science of Southern University to submit the proposal to conduct an EPDA Civics Institute for teachers of disadvantaged youth.

d. The Department of Political Science at Southern University has always worked closely with the teachers of civics in the secondary schools of Louisiana. Each year, members of the Department assist in the development and administration of tests for the Louisiana Interscholastic Athletic and Literary Organization which features statewide competition among high school students in the areas of current affairs and civics. The results of tests have indicated a general weakness in both areas. In addition, members of the Department enthusiastically support the social studies section of the Louisiana Education Association's program. They serve as consultants, lecturers, and panelists for the programs and make literary contributions to their publications.

e. Since 1948, the Political Science Department has taken major responsibility for conducting annual summer citizenship training institutes, Bayou Boys' State, and Bayou Girls' State, for high school students between their junior and senior years. Primary emphasis has been placed on the actual mechanics of state politics, electioneering, the legislative process, judicial proceedings, administrative responsibilities and the like. The youngsters involved displayed an appalling lack of knowledge and understanding of the basic structures and processes of the American political system and were virtually uninformed about these aspects of political systems other than our own. The magnitude of the problem was underscored by the fact that these youngsters were chosen because they demonstrated above average ability and possess generally broader knowledge and understanding of the political process than do the average students between the junior and senior years.

f. A number of high school civics teachers who have come to Southern University to do advanced study have taken courses in Political Science. Surface polling of these teachers revealed that they returned to graduate school primarily because they found this to be the most effective means available for increasing professional competence and keeping abreast with current information and practices in the field. Thus, teachers of civics have recognized and expressed a need and desire for professional improvement in order to offer their students the type of political education imperative to understanding the increasingly complex political nature of the United States and the rest of the world.

2. Objective

The general objective of the Institute was to upgrade the professional competence of the inservice secondary school teachers of Civics by exposing them to new trends and techniques in political science in particular and related social sciences in general. Emphasis was placed on dynamic and informal aspects of government and politics, with special reference to the United States and Africa, in contrast to traditional approaches which primarily stressed the organizational or institutional aspects of political process. Specifically, the objectives of the Institute included: (1) assisting the participants in gaining understanding of analytic concepts that may be applied to a variety of political systems; (2) equipping the participants with specific information about the political systems of the United States and various African countries as particular examples exhibiting developmental phenomena; (3) facilitating a more comprehensive understanding of American political institutions and practices through the application of the same concepts utilized in the analysis of African political systems; (4) exploring ways in which the comparative government program at the college level might be made relevant to the needs of secondary education, particularly as regarding non-western cultures; (5) introducing participants to new techniques, trends, tools, and subject matter in political science education in order to permit more realistic political analysis at the secondary level; (6) providing the medium for effective discussion of problems related to the teaching of American Government and non-western political systems and cultures on the secondary level.

II. OPERATION OF PROGRAM

1. Planning

a. Relations with the United States Office of Education (USOE)

The cooperation between the Institute and the USOE enhanced the successful planning and operation of the program. Several changes and adjustments in the budget were necessary due to new regulations governing the EPDA programs. These changes resulted in the shortening of the period of the Institute from seven weeks in the Proposal to six weeks in the Plan of Operation. Two other aspects of the program, Evaluation and Field Trip to African Studies Center at the University of Florida at Gainesville, were completely eliminated. The necessary adjustments were resolved satisfactorily and with considerable dispatch. Dr. Charles Foster, the program specialist in the Office of Education, was very helpful in offering necessary information and guidelines.

The Directors' Meeting in Washington D.C., February 5-6 provided an opportunity for firsthand information from officers of the USOE and exchange of views with other project directors on planning and execution of EPDA projects. The discussions with Dr. Charles Foster on financial as well as other aspects of the Institute were very useful. In addition, the Washington D.C. meeting helped to clarify the objectives of the EPDA programs from regular graduate programs. This no doubt, shed some light as to the involvement of the participants and the staff in the planning and operation of the Institute. Furthermore, attendance at the Washington D.C. meeting provided the Director an opportunity to visit a number of African Embassies in Washington D.C. and to arrange for films and other informative materials relating to political, economic and social development in their respective countries for use in the Institute. The films and related materials from these Embassies contributed greatly to the success of the Institute, particularly its orientation phase.

The major criticisms of the Director's Meeting in Washington D.C. relate to "its timing" and the "frequency" of its general sessions. Because of the significance of the information given at this meeting to the planning and operation of EPDA programs, it is this writer's opinion that holding the meeting at an earlier date, preferably during the first week of January, could have been more beneficial to the directors. Holding the meeting in February allowed limited time for publicity of the program and recruitment of the participants for the Institute within the established deadline by the USOE.

The number of general sessions was too many and because of the huge audiences and consequent impersonal atmosphere, most of them were not as useful as the small group sessions. It is this writer's suggestion that a limited number of general sessions, preferably one or two, and a number of small "discipline" and "inter-discipline" oriented group sessions could allow more personal contacts between the directors and the officers of the USOE as well as among the directors themselves.

Despite these few weak points, the overall contribution of the Washington D.C. meeting to the planning and operation of the Institute, as previously stated, has convinced this writer to favor its continuation.

b. Relations With Other Universities

i. Media Institute at Syracuse University

The Special Media Institute held at Syracuse University, February 22-29, for new directors of institutes in History and Civics contributed immensely to the modifications of the Institute's planning. Exposure to available resources in the way of audio-visual materials did not only afford this writer the opportunity to use these materials in producing a number of slides and transparencies for use in the Institute, but also exposed him to various sources where materials and equipment could be borrowed or rented for use in the Institute. Consequently, the original plan to share with other institutes at Southern University a central production laboratory located a few blocks from the Institute's building was discarded. Instead, with the equipment borrowed from various companies (e.g., Lanier Management Inc., Hudson Photographic Industries, Technicolor Inc., International Communication Films, Aims Instructional Media Services, and International Film Foundation), it was possible to set up a production laboratory in the same building where the Institute was conducted.

Attendance at the Syracuse Media Institute brought the Director in contact with the experts on "The New Social Studies." Among them were Edwin Fenton of the Carnegie Institute of Technology, and Tom Collins of the African-American Institute. Participation in the simulation game, "The Dangerous Parallel," conducted by Mr. Collins at the Institute enabled the Director to appreciate the usefulness of simulation games as teaching aids and to invite Mr. Collins to vist the Institute in order to expose its participants to simulation games. Mr. Collins finally visited the Institute on July 15-16 and made a very successful presentation of the simulation game, "The Dangerous Parallel," to the participants and staff of the Institute.

Furthermore, the evaluation techniques used in the Syracuse Institute were also used, though with great modifications, in the Institute with considerable success. The flexibility in the scheduling of activities in the Syracuse Institute which allowed time for independent work was also reflected in the Institute's "Time Schedule" which allowed "INDEPENDENT" periods for unstructured activities.

The Syracuse Institute had two important weaknesses. First, although the Institute was intended for directors of History and Civics, more emphasis was placed on History than on Civics. This was reflected by the preponderous number of History Institute directors in attendance as well as the types of problems and issues discussed in the Institute. It is the writer's suggestion that in subsequent institutes efforts should be made to have a representative number of directors from each discipline at the Institute.

The second weakness centered on the types of films, particularly the ones relating to Africa, shown at the Institute. The films on Africa could have been more meanigful to the participants, mainly those directing institutes relating to the area of "Black Studies" or "Afro-American Studies," if they had been balanced enough to show both the traditional and modern aspects of African life and development.

Despite these weaknesses, the experiences gained at the Syracuse Institute contributed greatly to the planning and operation of the Institute. The Director related these experiences to the Institute's staff during the pre-Institute planning sessions.

ii. The Workshop for Directors at Greystone, New York

The Workshop at Greystone conducted by Dr. Alan Westein reinforced the idea of including unstructured (independent) time in the Institute's time schedules. This allowed opportunity for independent work by the participants and the undertaking of any activities (e.g., discussions of special issues and problems) of special interest to the participants. Exercises on Group Dynamics (sensitivity training) conducted in the workshop were very useful in the operational phase of the Institute. The major criticism of the Workshop is that it was held at a late time when most of the planning had been completed. Subsequent workshops should be arranged at earlier dates.

c. Relations with Southern University Administration

The support given by all the units of the Southern University Administration, especially the Office of the President, the Office of the Dean of the University, the Department of Political Science, the College of Education, the College of Arts, the Comptroller's Office, the Business Office and the Office of Public Contacts, enhanced the successful planning and operation of the Institute.

The Office of the President, together with the Comptroller's Office, worked with the Director on Budget negotiations with the USOE. This cooperation facilitated the completion of Budget negotiations within a reasonable time. The Office of the President also helped in planning the reception of the Institute's participants into the University. The reception of Mr. Thadeus Nkuo, the First Secretary of the Cameroon Embassy in Washington D.C., was planned by Mrs. G. Leon Netterville, the wife of the President of the University.

The Department of Political Science worked very closely with the Institute. Dr. Jewel Prestage, Chairman, served as the Consultant throughout every stage of the Institute. It was through her suggestion that the duration of the Institute was reduced to six weeks in order to meet the cut in the budget allocation to the Institute by the USOE. This recommendation made it possible to accomodate thirty participants, though one withdrew in the first week, instead of reducing the number of participants to twenty-five to retain the seven weeks in the original Proposal. Dr. Prestage also helped in publicity and recruitment of participants. The Department of Political Science also helped in the recruitment of faculty members for the Institute. Student assistants during the planning phase of the project were provided by the Department of Political Science because of the limited funds in the Institute's budget for this purpose. Other facilities of the Department, particularly stationary, books, and tables, were liberally shared with the Insitute at its planning and operational stages.

The Office of the Dean of the University assisted in the recruitment of faculty members as well as in organizing those Institute's lectures which were open to the entire University community.

The College of Education paid the salary of the teacher for the Experimental Class who worked full-time for the Institute. The College of Education also helped in publicity of the Institute. Some of the releases announcing the program of the Institute and inviting applications from qualified teachers were transmitted to the local chapters of the Loiusiana Education Association through some members of the College of Education. Some of the participants learned of the Institute through this channel.

The Business Office was responsible for physical arrangements of the Institute. The Business Manager helped in solving some of the problems (e.g. ,issuance of keys to the media lab. and repairing of air conditioners) which arose in the Institute. The "red tape" involved in the printing of brochures, letterheads and envelopes for the Institute, Owing to regulations by the State of Louisiana governing such transactions, presented some inconveniences at the planning stage of the program. In subsequent institutes, if such responsibility is to be uhdertaken within a limited time, arrangements should be made to limit the"red tape."

The Office of Public Contacts assisted immensely in publicity. Information announcing the approval of the Institute by the USOE and inviting applications from qualified teachers was released in newspapers in Louisiana and other states in the South Central region.

This contributed to the vast number of inquiries received (over 400) prior to the release of the Institute's brochures. The Office of Public Contacts also helped in releasing information on all the visiting lecturers to the Institute. In some instances, (e.g., the visits of Mr. T. Nkuo, the First Secretary of Cameroon Embassy in Washington D.C., and Dr. St. Claire Drake of Stanford University), press conferences by the local press were arranged through the Office of Public Contacts.

The Department of Engineering lent to the Institute a portable television video tape. This was very essential for the taping of participants' performances in the Experimental Classes.

d. Relations with Louisiana State Department of Education (LSDE)

The relations between the Institute and the LSDE was a very cooperative one. The Office of the State Superintendent of Education assisted in mailing brochures to all high schools in Louisiana. Brochures were also sent to all of the State Departments of Education in the South Central region. The cooperation with the State Board of Education expedited the circulation of information on the Institute to the teachers of Civics, world affairs, American Government and Problems of Democracy in their respective schools.

c. Relations with Louisiana Education Association (LEA) and Louisiana Teachers Association (LTA)

The LEA and LTA helped in publicizing the Institute. Announcements inviting applications from qualified teachers were released through the LEA and LTA.

f. Relations with Local Schools

The Southern University Laboratory School and Scotlandville High School assisted in many aspects of the Institute. The students for the Experimental Class were drawn primarily from the Southern University Lab. School. The quality of the students in the Experimental Class was an asset to the Institute's program. Southern Lab. School also lent some of its audio-visual materials for use in the Institute. Mr. Breeda, the Assistant Principal of Scotlandville High School, participated in the orientation phase of the Institute. Mr. Breeda, being a high school teacher and an administrator brought a wealth of experience to the Institute.

Availability and Distribution of Resources for Planning

a. Time The 1/3 time allowed the Director during the planning phase of the program was inadequate. As effective planning is crucial to the success of any institute, half of the Director's official time should be allowed for the planning phase of the institute.

Furthermore, in order to allow adequate time for publicity and selection of participants, the necessary announcements and particulars relating to the Institute should be released at an earlier date.

b. Staff The number of faculty members was adequate. The Aministrative Assistant was unable to spend much time with the Institute because he was employed only on a one-third basis. Thus the Director and sometimes the faculty members had to perform those functions originally earmarked for the Administrative Assistant. Despite the inconveniences that these extra responsibilities caused the Director and the faculty, they were undertaken with considerable dispatch and satisfaction. It is this writer's suggestion that at subsequent institutes the Administrative Assistant be either employed on a half time basis or replaced by an Associate Director who would teach on a half-time basis in the Institute and also devote the other half of his time to administrative duties. The latter suggestion should receive priority consideration over the former.

c. Facilities. The office space for the Institute was satisfactory. The Science Annex where the Institute's offices were located was air conditioned. There were sufficient rooms for each faculty member and the Director. A large room was provided for conferences and staff meetings during the planning and operational phases of the Institute. The clerical office was equipped with a typewriter, telephones, file cabinets and other facilities to permit the Institute to operate on a reasonably self-contained basis.

There was an inadequate supply of stationary at the initial stage of the Institute but this presented no real problem because of the cooperation with the Department of Political Science.

The physical facilities for formal instruction in the courses were satisfactory. Rooms 105 and 107 of the Academic Building were used for the three courses. Ample space for maps, charts and other teaching aids and the tranquil surroundings, made the rooms ideal for instructional purposes.

Room 101 of the Academic Building served as the Media Laboratory. Preview facilities included 16mm and 8mm rear and front screen projection equipment, overhead projectors, tape recorders and record players, slide and filmstrip projectors. A variety of production equipment including but not limited to, 35mm photographic copymaker and ditto master was. also available in the laboratory.

A variety of films, film strips and slides borrowed or rented from various companies, African Embassies and other universities were available for preview and use by the participants and faculty of the Institute.

The limited amount allocated for instructional supplies did not permit adequate supply of materials for the participants to produce slides, tape recordings and sufficient transparencies for use in their schools. In subsequent institutes the allocation to instructional supplies should be increased considerably to take care of this situation.

Library facilities were very adequate. In addition to the Southern University main library, a special library was established for the Institute. The Library held about 600 volumes, 550 contemporary reprints and a number of periodicals including African newspapers (e.g., The East African Standard and West Africa). A number of textbooks designed for use in high school on the subject matter of the Institute as well as information on political, economic and social developments on a number of African states were also displayed in the library. Because of the limited allocation for books in the Institute's budget, the number of new books in the Institute's library was highly limited. Arrangements were successfully made to permit the staff of the Institute to lend some of their books relating to the subject matter of the Institute to the library for the period of the Institute.

The limited budget did not permit inclusion of a student assistant to work with the librarian since the library officially opened from 8:30 am. - 10:00 p.m. The Department of Political Science helped to solve this problem by providing a student assistant on a part time basis.

In subsequent institutes, provision should be made for a student assistant in the library. Furthermore, more funds should be allocated for books.

The Experimental Class was held in the Southern University Laboratory School. The room was spacious and conducive to learning. The equipment for the experimental class was fairly satisfactory. Movement of some of the heavy equipment, particularly the portable T.V. video-tape, from the Engineering building to the Experimental Class, presented a minor problem. However with the cooperation of the participants and staff of the Institute, the situation was satisfactorily resolved.

The failure to provide accommodations for visiting lecturers either on campus or within a reasonable distance from the campus presented some problems at the initial stage of the Institute. However, with the assistance of the Business Office this problem was resolved. Planning for the visiting lecturers to live on campus in order to participate in all aspects of the Institute's activities is highly recommended for subsequent institutes.

d. Funds The initial $10,000 granted by the USOE for the planning phase of the program was adequately utilized as specified in the budget. Requisitions and bills submitted to the Comptroller's Office were paid promptly. Salaries of the Director and the Secretary were paid on schedule. However, owing to the limited budget authorized by the USOE for the Institute, most of the planning activities including conferences with some of the previous institute's participants and attendance at professional meetings (e.g., local chapters of the Louisiana Education Association and Louisiana Teachers Association) were curtailed. Furthermore, as previously pointed out, there were no sufficient funds for student workers and adequate instructional supplies. Salaries for the faculty and stipends for the participants were paid on schedule throughout the period of the Institute. This writer considers the distribution and disbursement of authorized funds for the Institute to have been very satisfactory.

2. Participants

About 450 inquiries on the Institute were received between February and the deadline of April 6, 1969. Over 250 returned completed applications and were considered by the Selection Committee comprising members of the Institute's staff, faculties of the College of Education and the Department of Political Science.

Selection of the participants was based on several criteria:

1. Completed application forms
2. Recommendation by supervisor/principal
3. Transcript
4. Percentage of time devoted to teaching within the area of the Institute—Civics, American Government, Problems of Democracy, and World Affairs
5. Experience
6. Recency of training
7. Attendance at previous institutes, particularly Civics institutes.

The Selection Committee also took cognizance of the extent to which the applicants had potential for effective implementation of the Institute's experiences in their own schools, and their possible influence on others in the profession.

The Director was highly impressed by the interest and qualifications of the applicants. The large number of qualified applicants made selection very difficult. The Selection Committee met for three days before it successfully selected thirty participants and thirty alternates. The selection procedure was very adequate and the Selection Committee performed an excellent job. This writer fails to see any justifications to recommend any modifications.

Of the thirty participants selected for the Institute, twenty were drawn from the South-Central region--Alabama, Arkansas, Florida, Georgia, Texas, Louisiana, and Mississippi, and ten from outside this region. Six of the out of region appointees failed to accept the appointment and their positions were reassigned to alternates.

Thirty participants attended the Institute and one withdrew because of family difficulties. Attempts to secure an alternate to replace the droupout were unsuccessful. The geographical distribution of the 29 participants were as follows:

South Central Region	
Alabama	1
Arkansas	1
Florida	2
Georgia	1
Texas	1
Louisiana	12
Mississippi	3
Out of the Region	
California	1
Illinois	3
Minnesota	2
North Carolina	1
Wisconsin	1

Twenty-six of the participants taught in public schools and only three came from private schools. Seventeen participants taught in schools with student enrollment of 1,000 or more, and twelve came from schools with enrollment below 1,000 students.

An important observation about the participants is that most of them tend to prefer institutes which are closer to their area than distant ones.

3. Staff

a. Regular and Visiting Faculty

The Institute's staff consisted of:

Administrative

Moses E. Akpan—Director
Dept. of Political Science
Southern University

Thomas Smith—Admistrative Assistant
Dept. of Political Science
Southern University

Thomas Morris—Librarian
Southern University

Barbara Currie—Secretary

Instructional

Arthur Penson
Dept. of Political Science
Southern University

Jake Miller
Dept. of Political Science
Fisk University

David Holdridge
Center for Instructional Communication
Syracuse University

Festus Ohegbulam—Orientation
Dept. of Political Science
Southern University

Emit Follins—Experimental Class
Dept. of Political Science
Southern University Lab. School

All staff members, except Festus Ohaegbulam and Thomas Smith, who worked on one-third basis, worked full time for the Institute. The competence of the staff members in their respective disciplines was a great asset to the Institute. It generated confidence and interest on the part of the participants. The total involvement of all the faculty members in all activities of the Institute contributed considerably to the success of the program

Generally, communication between the Director and the staff was satisfactory. In an effort to orientate the staff to the objectives of the program, copies of the Proposal, Plan of Operation and Institute's brochure were given to each staff member. Conferences at the planning and operational phases of the Institute were held to familiarize the staff with the objectives and other aspects of the Institute. Frequent staff meetings during the operational phase of the Institute facilitated discussion on teaching methods and weekly evaluation of the Institute's program. Complaints from participants were conveyed to the staff at staff meetings. The faculty members frequently attended lectures given by their colleagues and exhibited great interest in adjusting to new teaching techniques. Staff members also contributed to the comprehensive bibliography and the evaluation questionnaires used in the Institute.

Finally, the faculty members were highly impressed with the involvement of participants in the planning, operation and evaluation phases of the Institute. Most of them indicated interest in carrying over this experience into their regular academic work. The Media Laboratory provided the staff the opportunity to produce teaching aids (e.g., transparencies) for use in their classes in the Institute and in their regular work. They also had the opportunity to learn how to operate some of the audio visual equipment (e.g. movie, slide and overhead projectors) in the laboratory and in the classroom. These practical experiences were considered as highly valuable for regular academic work. Copies of reprints and commercially produced materials relating to the subject matter of the Institute were given to faculty members.

As shown in the roster of the Institute's faculty, most of the staff came from Southern University. Only two of the faculty, Jake Miller and David Holdridge, were visiting faculty members. Relations between the regular and visiting faculty members were excellent, with no apparent ill effect on the smooth operation of the Institute. The orientation techniques for both regular and visiting lecturers were the same. However, because the visiting lecturers could not attend all the pre-Institute conferences, the problem of orientating them to the objectives and procedures of the Institute was more acute than that of the regular faculty. This problem was further complicated by the fact that the visiting faculty members had to be oriented also to policies and procedures of the host institution. Generally, the adjustment of the visiting faculty to the Institute's program as well as the policies and procedures of the University was fairly satisfactory.

b. Visiting Lecturers

The following persons served as visiting lecturers for the Institute:

St. Claire Drake
Afro-American Studies
Stanford University

P.C. Onwuachi
African-Carribean Studies
Fisk University

Peter French
African Studies Program
Syracuse University

Vernon Jordan
Voters Education Project
Atlanta, Georgia

Mack Jones
Dept. of Political Science
Atlanta University

Thadeus Nkuo
First Secretary
Cameroon Embassy, Washington, D.C.

Each of the visiting lecturers made very scholarly and informative presentations and were well received by the Institute's participants and the University community. Each visiting lecturer delivered two lectures and led a group seminar centered around the topic of his speech. Each presentation evoked considerable questions and discussions. Interaction between the visiting lecturers and the participants was very satisfactory.

The orientation of the visiting lecturers to the objectives of the Institute was done primarily by the Director through telephone conversations, personal discussions and letters. Brochures of the Institute were sent to all visiting lecturers during the planning phase of the Institute. Upon arrival at Baton Rouge, the visiting lecturers were usually briefed by the Director and other staff members on the aims of the Institute as well as the quality and interests of the participants. A reception was held for each of the visiting lecturers to allow informal discussions with the participants. Group lunches were also held, when time and resources allowed, for participants and visiting lecturers.

Each visiting lecturer was totally involved in every sphere of the Institute's activities at the time of his visit. Three of the visiting lecturers were included in the Southern University Lecture Series. This arrangement allowed each of them to make one presentation before a larger audience open to the students and staff of Southern University and the participants. The open lectures contributed immensely to the intellectual enrichment of the University community.

Without an exception, all topics discussed by the visiting lecturers were relevant to the program of the Institute. The selection and distribution of the visiting lecturers in the Institute were adequate and their overall contribution to the Institute's program was excellent.

c. Consultant

Dr. Jewel Prestage, Chairman of the Department of Political Science at Southern University, served as the Consultant for the Institute. She was actively involved in all aspects of the Institute. Her immense experience as the director of three previous institutes made her a "square peg in a square hole." Apart from consulting services, Dr. Prestage also presented a very inspiring and scholarly lecture in the orientation phase of the Institute. There was adequate communication between the Consultant and the Institute's staff and participants. Copies of the Institute's weekly time schedule were usually given to the Consultant. Generally, the cooperation between the Consultant and the Institute was excellent.

Because of the University's regulation, the Consultant received no stipend or honorarium for her valuable services. However, it is the Director's recommendation that a reasonable allowance (honorarium) be allocated to the consultant in subsequent institutes since the Consultant is a very indispensable person to the successful operation of an institute.

d. Ratio of Staff to Participants

The staff/participant ratio in the Institute was about right. The arrangement facilitated adequate attention to participants on individual and group basis. Conferences and independent periods were provided for unstructured activities on group and individual basis. Adequate staff/participant ratio also enhanced the availability of the staff to render services to the participants at any time such services were necessary. For instance, on the request of certain participants, the librarian had to keep the library open until 12 midnight in order to allow them to prepare for "micro-teaching." The only modification that the Director recommends is that an Associate Director who teaches on a one-half basis and assumes some administrative responsibilities for the other half of his time be added to the staff. This arrangement would allow the Associate Director in place of the Administrative Assistant, to become totally involved in the Institute's activities.

4. Orientation Program

About a fortnight prior to the beginning of the Institute, information kits containing materials designed to acquaint the participants with the objectives, personnel, schedule for payment of stipends, textbooks and the program of the Institute were mailed to all the participants. An additional package containing a map of the campus, a list of recreational facilities, application form for parking permit, reprints of articles relevant to the Institute, and other pertinent information to acquaint the participants with the city of Baton Rouge was sent to each of the participants. Most of the participants commented that these pre-Institute materials were very useful in orienting them to the Institute's program. A few of the participants, mostly the "out of the Region" participants, did not receive their packages before arriving at the Institute. However, they were issued new information kits.

Shortly after their arrival on the evening of Sunday, June 15, the participants attended a reception/get-acquainted session. Dr. G. Leon Netterville Jr., President of Southern University, officially welcomed the participants and the visiting faculty to the University. Remarks by the Director of the Institute followed the introduction of the staff and participants.

On Monday morning June 16, a session was held to acquaint participants with various University and Institute policies and procedures after which registration, organization and procurement of books and materials took place. At 8 p.m. participants viewed films on Africa designed to expose them to aspects of African history and culture. This type of film show was made a regular feature of the program of the Institute. It helped to sustain communication between the Director and the staff and the participants. Discussions which ensued after each film show were most meaningful, among other ways, in pointing to various ways the films could most effectively be used in teaching and classroom situations.

Further orientation programs continued on Tuesday, June 17. A pre-Institute evaluation embracing all aspects of the regular program of the Institute was conducted. The Director and the staff utilized the results of the evaluation in **restructuring** some aspects of the Institute's program (e.g., seminar topics and course outlines) to reflect the revealed needs of the participants. Secondly, Dr. Jewel Prestage, the Institute Consultant and Chairman of the Political Science Department, delivered a lecture entitled "Impact and Potentials of

Institute Program on Social Studies Curriculum in High Schools" to the participants. The dialogue resulting from the lecture as to instructional methods was most helpful in setting the tone of the remaining part of the orientation phase of the Institute and in turn that of the regular program.

In the afternoon of the same day, Dr. Festus Ohaegbulam, having set the tone of his lecture with an illustrative film—"The Ancient Empires of Africa's Golden Age," spoke on the "Pre-Colonial Political and Economic Institutions in Africa." The orientation program of the day ended with two film shows: "Tropical Africa" and "Birth of a Nation."

At this stage, to insure that topics for seminars of the regular program of the Institute were broad enough and relevant to the needs of the participants, the Director asked the participants to suggest in writing topics they desired to be included in seminar discussions. Their suggestions were refined and enlarged by the Director and staff acting in concert and eventually became the topics of the seminars.

On the last day of the orientation, Wednesday, June 18, two types of activities—three lectures and a "High Life" party—were carried out. The lecturers were as follows: 1. "Politics of Modernization in Africa," by Dr. F.U. Ohaegbulam, 2. "Trends and Techniques of Teaching Social Studies in High Schools" by Mr. Breeda, and 3. "United States and Africa: Political, Cultural and Economic Relations" by Dr. F.U. Ohaegbulam. The most interesting and perhaps effective aspect of the lectures was the dialogue—questions and answers which ensued from them. It facilitated continued communications between the staff and the participants throughout the period of the Institute.

The crowning part of the orientation phase was the "High Life" party featuring some African dishes and popular African high life dance music. Attendance at the party was 100 per cent including the Director, the staff, the Consultant, participants and guests. After a successful conclusion of the orientation phase, the regular program of the Institute began Thursday, June 19.

The orientation phase of the Institute was a great success. This was confirmed by the impressions of both the staff and the participants, as well as other members of the University community. The activities were well planned and distributed and the films and other instructional materials carefully selected to captivate the interest of the participants. Limiting the orientation phase of the Institute to three days was a new and very successful experiment; hence the Director does not recommend any further modifications.

5. Program Operation

The program of the 1969 Southern University EPDA Summer Civics Institute consisted mainly of four major components: two courses, a pedagogical and media seminar, and an experimental class of high school students. Each of the components was desinged to compliment the work done in each of the others. The course, "Government and Politics of Africa: South of the Sahara," provided the factual examples of emerging nations for the theoretical framework set by the course, "Aspects of Political Development." The Seminar worked with the problems of translation and media utilization relative to the instructional requirements on the secondary level. And the Experimental Class provided the firsthand tryouts for these concepts, factual information, and methodological techniques.

1. The Courses

a. "Aspects of Political Development"

In relation to the objectives of this course and to the expressed needs of the participants, this course seemed to have been a successful venture. In response to the pre-Institute questionnaire, only two participants indicated that they had previously been exposed to courses in comparative politics, political development, or related areas. Except for such courses as "Democracy versus Communism," only one high school represented in the Institute offered a course in comparative politics. No course in nation building or political development was offered at any of the schools. Lack of preparation on the part of most Civics teachers was the principal reason given by the participants to explain the absence of such courses in their high school curricula.

Our Institution cannot, of course, claim to have closed this "preparation gap" in one short summer's work, but we do feel that the experiences in this course may have served as a significant first step in the retooling process of many of the participants. While admitting the complexity of developmental concepts and theory, the participants seemed convinced that they had gained greater knowledge and appreciation of the issues and problems of national modernization. Many of the teachers indicated that they had been made more aware of the need for such a course, at least on the introductory level, in the high school. Some of the teachers promised to work toward the inclusion of such a course in their Civics programs. The one individual already involved in such a course at his school, indicated that he would try to incorporate "systems analysis," a technique explored in the Institute, into his course presentation. Although many of the participants complained of the difficulty of trying to grasp so much new terminology and so many concepts, their overall performance in the course would seem to support the belief that these high school teachers are much better prepared now for the vital task of interpreting and adapting for classroom use not only the recent findings in regard to political development but also in regard to political research in general.

b. "Government and Politics of Africa: South of the Sahara"

This course was modified to some extent as a result of the information gathered from the pre-Institute questionnaire administered to the participants. Of the twenty-eight participants who submitted questionnaires, twenty-six indicated that they had taken no prior course devoted primarily to the study of Africa. To almost the same extent, the participants expressed that their exposure to books on Africa was quite limited. No participant could identify a professional journal associated with the study of Africa. By far, mass media was the greatest source of information on Africa prior to the Institute.

This course was designed to offer factual knowledge, as well as to provide the participants with a functional knowledge of additional sources of information relative to the study of African governments and politics. In addition, it sought to motivate a continuing interest in this area of study to the extent that participants would make efforts to further enrich themselves, as well as to make application of the acquired knowledge in their own teaching assignments in the future.

The realization of the above purposes was approached primarily through regular lectures, student reports, comparative evaluations of the works of African authors, and socialized recitations. Moreover, participants were encouraged to familiarize themselves with suggested bibliographical references for individual growth beyond the requirements of the course.

Post-evaluation questionnaires indicated that the participants had benefited greatly from having taken the course. A majority of the students felt that they would be able to make use of the knowledge and source materials in preparing teaching assignments for the next term. One participant, who during the course of the Institute was elevated to a principalship, was enthused over the possibility of returning to his school system and conducting a workshop on Africa for social studies teachers. For some, the course, and perhaps the Institute in general, seemed to have been a motivating influence for further study. At least two participants expressed the intention of returning to college next term to pursue African studies in depth.

It was generally possible to correlate the theoretical postulates in "Aspects of Political Development" with factual material relative to policies, practices, and trends of various African political systems. In addition, class sessions prior to the presentations of visiting lecturers were geared toward a broad overview of the lecturer's topics. Post-lecture class sessions were used to reinforce learning and to clarify theories and concepts offered by the lecturers.

c. "The Seminar and Media Component"

The objectives of the Seminar were threefold. First: to acquaint the participants with the latest in instructional theory and methodologies. Second: To relate these concepts to the specific subject matter of the Institute. Third: To provide practice in producing and utilizing instructional materials for the teaching of the development of African states.

The Seminar met two times a week (Tuesday and Thursday) for one hour to discuss theory and methodology. During these sessions the following topics were covered:

Writing Instructional Objectives
Differences Between Instructor and Student Objectives
The Inquiry Method for Social Studies Teaching
One Type of Educational Systems Model
Demonstration of New Media Materials and Equipment
Simulation Games
Review of Lab teaching Units via Vidio-Tape

The materials production lab was located on the same floor as the classroom, affording easy access for the participants before and after regular classes. This was open to all although the media specialist concentrated weekly on assisting each teaching team in their preparation for a once a week teaching unit with a class from the University Experimental School. The participants were divided into five groups of six persons for this purpose. This group teaching activity took place every Wednesday morning for 2½ hours.

Films (commercially prepared and from African Embassies), filmstrips and overhead transparencies were available for preview and use in the teaching units. These materials were on loan from the producers and had been assembled through the efforts of the Institute Director, as was the media production equipment available in the lab.

Outside resource people were used on three occassions to demonstrate equipment, present commercially available materials and to conduct a a simulation game for the participants. A vidio-tape recorder was used to record the Wednesday morning lab teaching groups and later played back for analysis and evaluation to the entire participant group.

Tuesday evenings, films and slides were shown in the University library and then discussed relative to how these films could be utilized for instructional purposes.

Based on participant evaluation, the discussion of instructional objectives, differences between instructor and student objectives and the simulation games were perceived to be of greatest value in terms of future classroom application. Discussion of the inquiry method for teaching social studies and the development of instructional systems models were perceived as being least valuable. This could be due partially to the fact that the inquiry approach was felt to be a too time consuming method to be practical in the actual teaching situations of many of the participants. It could be due also to the fact that time constraints prevented going into these two areas in depth.

The Media Production Lab was utilized by almost all of the participants and the faculty as well. There were some complaints that a greater variety of materials should have been made available in order to learn a greater variety of media production techniques. This criticism is justified. Budget considerations made it necessary for the Media Specialist to be selective in the purchase of materials based on what would be of widest benefit to the greatest number of participants. Within this limitation the participants felt that the lab was a benefit in that it gave them an opportunity to "tailor-make" some materials that would be useful to them in their hometeaching situations and enabled them to personally learn new methods and techniques for producing materials and utilizing them in an actual instructional situation.

The reaction to the use of the video-tape for analysing and evaluating the group teaching sessions has been two-fold:

1. For the individual teaching groups it was a good tool in analysing and evaluating their own efforts.
2. For the entire participant group to watch replays of every teaching session, the benefits were marginal.

The Media Specialist concurs with these reactions. As a large group evaluative tool, such video-taping would have to have a much more complete and professional set of facilities and equipment in order to have much value. This does not negate its positive value as an analytical and evaluative tool for the individuals in the small group.

d. "The Experimental Class"

The Experimental Class was conducted with the cooperation of the Southern University Laboratory School and the Department of Education. The class enrollment consisted of eighteen students from a number of high schools in the immediate area. The average age of the students was sixteen, and the grade average of the class was 2.7 or C+. Although 88 per cent of the class had taken Civics courses, none of the students had previously been exposed to any formal instruction on Africa.

THe class was designed to provide for the practical implementation of ideas, concepts and techniques explored in the other components of the Institute's Program. In addition to the normal classroom activities conducted by the regular instructor, Institute participant teams (six participants to a team) conducted "tryouts" in the class, utilizing the pedagogical methods and tools gained in the Seminar and the subject matter content gained in the two substantive courses. These "tryout" sessions were video taped and played back to the whole Institute class and staff for the purpose of observation and evaluation. The general critique after each group presentation in the Experimental Class proved to be much more systematic and thorough than we had been able to acheive in some previous Institutes due to the advantages provided by the video tape replay system.

Largely avoiding the strict lecture method, the Experimental Class encouraged full student participation by employing such instructional devices as simulation, debates, panel discussions and case studies. Some students, as is usually the case, were more active than others; but by the end of the program, each of the students had been directly involved in some aspect of the class.

The utility of the Experimental Class as a teaching device, we feel provided a firsthand measure of the effectiveness and applicability of various teaching techniques, media productions, and levels of instruction for what may be termed an average high school class. The attention of students of this age and development, we learned, for example, sometimes tends to flag with a too steady diet of any single methodological approach. The students seemed more alert and receptive to approaches which involved a combination of various techniques and where the emphasis shifted relatively frequently from one method to another. Most of the Institute's participants seemed to have been convinced of the advantages of trying to provide a greater variety of learning experiences for their own classes.

2. Guest Lecturers

The Institute program was greatly enhanced, we feel, by the outstanding performances of our guest lecturers. Each of the lecturers

~~were~~ was very well received by the participants, and the lecturers in turn seemed to have enjoyed their visits to the Institute. Three of the lectures were open to the general public and attracted a sizeable and interested audience.

The following is the list of the lecture topics by the visiting lecturers:

Peter French	"The Challenges of Nation Building: The Experiences of African States and the United States"	June 27-28
P.C. Onwauchi	"Social Changes and Consequences on Political Development in Africa"	June 30- July 1
Vernon Jordan	"Black Participation in the American South"	July 2-3
St. Claire Drake	"Black Internationalism"	July 17-18
Mack Jones	"The Challenge of Participation: The Case of Blacks in American South"	July 17-18
T. Nkuo	"Unity in Diversity: Experiences of the Federation of the Cameroon under Bilingual Political and Educational Systems"	July 21-22

3. Informal Aspects of the Program

The Institute staff and apparently most of the participants are convinced of the significance of the informal aspects of the program to the overall objectives of the Institute. The easy, relaxed atmosphere of our picnic-retreat (field-trip) and our frequent "get togehters seemed to have released a flood of comments and questions from the participants, some of whom no doubt found it difficult to join regularly in classroom discussions. At the "socials," many of the participants seemed to have found it much easier to converse about such matters as their own local school situations, their problems, triumphs, needs and their future plans. Moreover, it was only in such a setting, apparently, that many of the participants were willing to air their complaints and greivances concerning various policies and procedures of the Institute. The formal "gripe" sessions generally revealed little of what the participants were thinking.

The "socials" held on the occasion of each visit by an outside lecturer seemed really important. The participants were able to talk informally with the lecturer and to pursue points of interest raised in the lecture.

The lively discussion and warm fellowship at these events would seem to more than justify their inclusion in any institute program.

4. Duration of the Institute

The Institute officially began on June 16 and ended on July 26, 1969. These dates were appropriate because they allowed participants, particularly those from school systems which reopen in August, some time for vacation before the next academic year starts. The duration of the Institute was not satisfactory. Most of the participants felt that seven weeks would have been about right. This would have enabled them to spend more time on various aspects of the Institute's program. However, as previously pointed out, the reduction in weeks was effected to contain the cut in the Institute's budget by the USOE. The Director highly recommends a seven-week duration for any subsequent institutes.

Distribution of Staff and Participant's Time

Although there were unstructured periods (identified as Independent or Conference Periods), on the Institute's weekly schedule, more time was spent on formal instruction. This was because of the three courses (Aspects of Political Development-3 hrs. credit, Government and Politics of Africa: South of the Sahara-3 hrs. credit and Seminar-1 hr. credit) especially designed for the Institute. However, the last week was highly unstructured, leaving adequate room for activities of interest suggested by the participants. Participants' response to this schedule was below expectation. Because of this last week experience, coupled with the three course components of the Institute, the Director feels that the ratio of formal and unstructured activities was about right in an Institute of this type.

Distribution and involvement of the staff, particularly those who worked in the Institute on a full time basis, were excellent. Participants frequently voiced their satisfaction with the demonstrated interests of the staff in all aspects of the Institute's program.

6. Evaluation

a. The Institute's program underwent constant evaluation from the beginning until the end. The opening evaluation consisted of comprehensive pre-Institute questionnaires designed to find out what the participants expected from the Institute, types of problems which had confronted them in the teaching of Civics in their respective schools and the extent of their knowledge on every aspect of the Institute's program. The responses to these questionnaires were very useful to the staff in replanning course contents and other activities of the Institute.

Once the Institute was underway, the Director held formal "gripe" sessions each week in which the participants were encourage to voice their opinions freely, either good or bad, on every aspect of the program. The findings from these "gripe" sessions were usually communicated to the staff at staff conferences. In addition, a "suggestion" box was available for use at any time. The Director and other staff members were very receptive to the suggestions made by the participants through the above channels. Informal discussions at "coffee" and other breaks were held with individual participants and groups in order to ascertain the effectiveness of the program.

The staff was also constantly engaged in evaluative reviews of the various activities (formal and unstructured) in the Institute. Weekly and impromptu staff meetings and conferences provided the opportunity for the staff to examine the suggestions and complaints of the participants and work out ways of dealing with them. At these meetings also, weekly progress reports were presented by instructors of each component, apprising us of any difficulties, problems, the general response of the participants, and the instructor's assessment of the overall effectiveness of his work. Staff suggestions relating to participants were usually conveyed to them by the Director during "gripe" sessions and were received by the participants in good spirits.

At the end of the Institute, three types of evaluation procedures were utilized. The first two consisted of Post-Institute questionnaires covering every aspect of the program. These were completed (unsigned) by the participants. Finally, an oral taped evaluation was made with the staff and the participants working together under a very relaxed atmosphere.

Remarks by the participants and the staff during these post-Institute evaluative conferences point to the success and impact of the Institute's program.

b. Follow-up Arrangements

Some attempt will be made to assess the extent to which the various techniques, tools, and materials explored in the Institute are being effectively implemented by the participants. The participants were requested to submit a brief follow-up report to the Director during the Spring semester of 1970. Such reports should include changes made, problems encountered, and evaluative assessments of the effectiveness of the Institute program based on their post-Institute classroom experiences. Staff visits to the classrooms of teachers in the immediate geographic area are planned. The Director will correspond with the principals of the various schools soliciting cooperation with the attempts by the participants to utilize the new techniques, materials, and information concerning Africa and the United States. The Department of Political Science will remain accessible to the participants during the academic year.

IV. CONCLUSION

1. Impact of the Institute on Participants and their Institutions

The Institute's program was a great success. It has contributed to the crucial need of providing continued education to inservice teachers of disadvantaged youths, most of whom otherwise would have found it very difficult to undertake regular graduate programs for retraining.

It is the Director's impression that the objectives of the Institute, for the most part, were achieved with reasonable success. This conclusion is shared by the participants, the staff and Southern University's Administration. The two substantive courses (Aspects of Political Development and Government and Politics of Africa: South of the Sahara) helped to enrich the knowledge of the participants and also exposed them to new materials, trends and techniques in the area of political science and related social science with special reference to African and the United States. The Seminar and Experimental Class provided the medium for putting into practice the theory and ideas learned in the substantive courses; thus, relating the contents of the substantive courses to the educational needs at the secondary school level.

A comparison of the pre-Institute and the post-Institute evaluative questionnaires reveals the impact that the Institute's program has made on the participants. At the outset most of the participants showed considerable deficiences in all facets of the Institute's program, but at the end of the program, most of them indicated major improvements. For instance, at the outset, about 2 per cent of the participants could easily locate ten or more African states on a map, and only 5 per cent indicated ability to use, with ease, audio-visual materials like the overhead projectors, filmstrip projectors, film projectors and slide projectors. By the end of the Institute, these percentages had risen from 2 and 5 to 99 and 95 respectively.

Furthermore, at the outset, most of the participants expressed a dearth of courses dealing on Africa in their secondary schools because of a general lack of adequate preparation on their part as well as other existing school personnel to teach such courses. By the end of the Institute, all the participants had indicated interest in either adding a new course on Africa to their secondary school curricula or enlarging the components of their present course offerings to include Africa. Although the Institute does not claim to have turned out experts on Africa within a six-week period, these demonstrated interests on the part of the participants, no doubt, illustrate some of the major changes which they have experienced through exposure to various aspects of the Institute's program.

Finally, the Institute has succeeded in stimulating the interest of the participants toward continued professional growth and academic excellence. Most of the participants have indicated interest either in attending another institute next summer on a subject related to the area of this Institute or in enrolling in regular graduate work in the area of Political Science or its related social sciences. Participants whose schools are located within reasonable distance from Southern University have expressed interest in becoming actively involved with their students in subsequent conferences and seminars on Africa conducted by the Political Science Department.

3. Participants' Comments on the Institute's Program

The following are representative evaluative comments of the participants:

a. Strengths of the Institute

1. The well organized and smoothly operated program
2. The competent and hardworking staff
3. The congenial relationship among the participants and their cooperation with the Institute program
4. The ready availability of the staff and their eager response to the problems of the participants
5. The informative guest lecturers
6. The new materials, concepts, and techniques examined in the various Institute components
7. The opportunity of self-examination provided by the Experimental Class
8. The chance to compare notes with teachers from many different areas
9. The fact that the Institute had provided the participants with many new ideas which could be used to improve their local civics programs
10. The awareness of the need for further study which the Institute had awakened in them
11. The relatively relaxed and low-pressured atmosphere of the Institute

b. Weaknesses of the Institute

1. The shortness of the Institute period and the resultant accelerated pace of the program
2. The inability of the University to house all the participants together
3. Some of the participants thought that some of the textbooks were too complicated and that the level of instruction was sometimes too high, given their meager backgrounds in the subject matter area.

4. The time consumed by oral participant reports was generally felt not to be justified by the questionable benefits derived from them.

5. More media materials were needed and more time should have been devoted to media production.

6. The film showings should have been scheduled at some time during the day rather than in the evening.

The following comments refer to the changes the participants expect to make as a result of their institute experience:

1. Many promised to continue their study by pursuing advanced degrees, attending other institutes, or enrolling in in-service courses.

2. All promised to experiment with the newer teaching methods in their classes.

3. The participants felt better prepared to produce materials for classroom use and more confident in the use of these materials to the best advantage.

4. They would seek out commercially made materials.

5. They were particularly impressed with the possibilities of simulation games for classroom use.

6. They would encourage other teachers in their respective areas to apply for similar institutes conducted in the future.

3. Impact of the Institute on the Host Institution

Generally, the Institute's program contributed to the intellectual enrichment of Southern University. Through the Institute, the University community had the occassion to meet distinguished scholars and to discuss with them some of the major issues and problems relating to political change and development in the United States and Africa.

Furthermore, the Institute's program has helped to expose the University more to the crucial needs of inservice teachers of Civics and has cemented its already existing interest in assisting in-service teachers toward professional growth and academic excellence. The University is therefore counting on conducting similar institutes including an experienced fellowship program for 1970-71.

The success of the Institute's program has reinforced the interest of the Department of Political Science to sponsor another Civics Institute for the summer of 1970. The materials used in the Institute's program (e.g., books, and transparencies) will be accessible to teachers of courses dealing with the United States and Africa. Furthermore, the Institute's program will help in strengthening course offerings on American Government and African Politics in the Department of Political Science and related areas of social science.

4. Major Strengths of the Institute

Perhaps the most important strength of the Institute was the total involvement, dedication and resourcefulness of the Director in all aspects of the Institute's program, and the unreserved cooperation given to the Institute by all units involved, including, but not limited to, the U.S. Office of Education, Southern University Administration, the staff, and the participants.

Specifically, the major strong points were regarded as follows:

a. The resourcefulness, dedication and total involvement of the Director;

b. The high caliber of participant, the congenial relationship among them and their total involvement in all aspects of the program;

c. The competent and hardworking staff;

d. Stimulating and informative visiting lecturers;

e. The cooperation of the African Embassies in sending films and information kits to the Institute;

f. The involvement of a high school teacher, Mr. Breeda, in the orientation phase of the program;

g. Practical application of theory and methods in the Experimental Class;

h. The two substantive courses, "Aspects of Political Development" and "Government and Politics of Africa: South of the Sahara" were well planned, taught and received;

i. Accessibility of the Director and the staff to the participants at all times;

j. Reception held at the President's home for Mr. T. Nkuo, the First Secretary of the Cameroon Embassy;

k. Open sessions of the Institute to the University Community during the visits of visiting lecturers;

l. Involvement of the participants in the planning and evaluation of the Institute's program;

m. The congenial and relaxed atmosphere of the Institute;

n. The high caliber and cooperation of the students in the Experimental Class;

o. The adequate planning, organization and operation of the Institute;

p. The stimulating and well organized orientation phase of the Institute;

q. The chance to produce some instructional materials (e.g. transparencies) for use in the participants' institutions.

r. Adequate time scheduling, allowing room for formal and unstructured activities.

5. Major Weak Points of the Institute

The following represents the major weaknessess of the Institute:

a. The inadequacy of media materials for the participants to produce materials--tapes, slides and transparencies for use in their institution;

b. The shortness of the period of the Institute and the resultant accelerated pace of the program;

c. The inability of the University to house the participants together;

d. The lack of adequate assistance to the Director because the budget could only accommodate one-third of the Administrative Assistant's time with the Institute;

e. Insufficient books and reprints dealing in the area of the Institute owing to limited funds.

6. The Unique Features of the Institute

a. The involvement of the participants in the planning and evaluation of the Institute's program was a unique phase of the program. The participants felt that their total involvement in the program's planning and evaluation helped to arouse and sustain their interests throughout every phase of the program. Above all, it helped to gear the Institute's activities toward their own needs and local situation.

b. Involvement of visiting lecturers in the Southern University Lecture Series for the summer was also unique. As previously pointed out, this aspect of the program has contributed to the total intellectual enrichment of the University community.

c. The services of a consultant, in the person of Dr. Jewel Prestage, herself a previous director of three NDEA institutes, was indispensable at all stages of the Institute's program.

d. Involvement of an African diplomat, Mr. T. Nkuo, in the Institute as a visiting lecturer provided the participants the opportuntiy for first-hand information.

e. The interest and involvement of the President of the University and the President's wife, the Dean of the University, and the Dean of the College of Arts in the Institute's program demonstrated the University's interest in the program and boosted the morale of the Institute.

f. The issuance of a comprehensive, but not exhaustive, bibliography jointly prepared by the Institute's staff to the participants at the end of the program was highly received by the participants. They felt that the bibliography would be very useful to them for necessary references in their local school situations.

g. The high quality of equipment, films, filmstrips and slides lent by various companies and African Embassies (e.g., Nigeria, Tunisia, Libya) for use in the Institute made it possible for the Institute, with its limited budget for instructional materials, to maintain its own media laboratory throughout the period of the program.

7. Conclusion

In conclusion, the EPDA Civics Institute has come and gone, but the experiences gained from it will never be easily forgotten. They were rewarding, stimulating and unique to the participants, the staff and entire University Community. Perhaps its greatest significance has been the exposure of inservice teachers of disadvantaged youths, most of whom would have found it very difficult to enter regular graduate programs, to new materials, trends, techniques and tools in the area of Political Science and related social sciences, and the stimulation of their interests toward continued professional growth and academic excellence.

APPENDIX

March 11, 1969

Dear Sir/Madam:

Thank you for your interest in our Institute this summer on Political Change and Development: United States and Africa. I am enclosing herewith the brochure for the Institute which should help you in determining your eligibility.

Should you qualify to apply, please return to me at your earliest convenience, the proliferated part of the brochure for necessary action.

Grateful for attention.

Sincerely yours,

Moses E. Akpan
Director

MEA/bc

Enclosure

March 12, 1969

Dear Applicant:

Thank you for your interest in attending the EPDA Institute in Civics at Southern University this summer. I am enclosing herewith the application materials for your necessary action. A complete application should include the following:

1. O E Form 7211, 1/69, Application for Admission
2. O E Form 7212, 1/69, Confidential Evaluation Form
3. Transcript of college work (copies are acceptable).

Be sure that you have read the brochure carefully, especially the eligibility requirements. If you find that you are not eligible, please do not execute the application forms. Persons who have attended previous NDEA Institutes in fields other than Civics are eligible.

Note that the deadline for filing applications is April 6, 1969.

Sincerely yours,

Moses E. Akpan
Director

MEA:bc

Enclosure

P. S. Please return the proliferated part of the brochure.

March 12, 1969

Dear ______________________:

Southern University in collaboration with the U. S. Office of Education is conducting an Advanced Civics Institute on Political Change and Development: The United States and Africa, this summer for high school teachers. As your country will be one of the African states to be given special attention in the Institute, I would be very greatful to have from you an information kit dealing with the political, economic and other developments in your country. This information will be displayed in the Institute.

I would also appreciate having a film from your office by June 10 with the understanding that it will be returned in good condition after it is used in the Institute.

I am enclosing a brochure of the Institute for your necessary reference.

Sincerely yours,

Moses E. Akpan
Director

MEA:bc
Enclosure

March 21, 1969

Dear Principal:

Enclosed is the brochure for the 1969 EPDA Civics Institute on Political Change and Development: United States and Africa, to be conducted at Southern University this summer for high school teachers of Civics, American Government, Problems of Democracy and World Affairs.

Please release the information contained in the brochure to your faculty members teaching any of the above subjects.

Greatful for attention.

Sincerely yours,

Moses E. Akpan
Director

MEA/bc

Enclosure

EPDA INSTITUTE

for Advanced Study

in

CIVICS

**(Political Change
and Development:
Africa and the
United States)**

for

SENIOR HIGH SCHOOL
TEACHERS

SOUTHERN UNIVERSITY
AND A & M COLLEGE
Baton Rouge, Louisiana 70813

JUNE 16 - JULY 26

This Institute will be conducted in cooperation with the U. S. Office of Education, as authorized under Educational Professional Development Act of 1968

April 16, 1969

Dear ____________________

Congratulations on your selection as a participant in the EPDA Civics Institute at Southern University, June 16 to July 26,1969. So that we may complete our arrangements for the Institute this summer, please return an acceptance letter with the enclosed Application for Stipend Form (OE 7616) to me not later than April 28, 1969.

If these particulars are not received, your name will be dropped as an enrolee, and a replacement will be selected from the alternates. A self-addressed envelope is enclosed for your convenience.

Sincerely yours,

Moses E. Akpan
Director

MEA/bc

Enclosures: Application for Stipend Form
Self-addressed envelope

April 16, 1969

Dear______________________:

The number of well qualified applicants for participation in the EPDA Civics Institute at Southern University this summer far exceeded the thirty places available. Because of this, we were unable to accept all deserving applicants.

We are happy to inform you that you have been selected as an alternate. If for any reason one of the selectees is unable to accept the appointment as a participant, your name will be moved immediately up to that status.

If you plan to accept appointment as an alternate in this Institute, please mail the following particulars to me not later than April 28, 1969: (1) a letter of acceptance (2) completed Application for Stipend Form.

Sincerely yours,

Moses E. Akpan
Director

MEA/bc

Enclosure: Applicant for Stipend Form, Self-Addressed envelope

P.S. A self-addressed envelope is enclosed for your convenience.

April 17, 1969

Dear ____ ______ ______:

In reply to your last application for participation in the EPDA Civics Institute at Southern University, this summer, I regret to inform you that, because of the unusually large number of well qualified applicants, we were unable to place your name in nomination.

The interest you manifested is deeply appreciated and we hope that you will continue your efforts toward self-improvement and professional growth.

Sincerely yours,

Moses E. Akpan
Director

MEA/bc

May 1, 1969

Dear________________:

Thank you for your letter accepting nomination as an alternate in the EPDA Civics Institute at Southern University. A vacancy has developed for the Institute and we hope that you will be able to fill it.

Please sign the enclosed form and return to me indicating your acceptance of the position.

Sincerely yours,

Moses E. Akpan
Director

MEA/bc

Enclosure

EPDA Civics Institute
Southern University

Notice of Vacancy

I accept ________

I cannot accept ______

____
(Signature)

May 1, 1969

TO: All Participants

FROM: Moses E. Akpan, Director- EPDA Civics Institute

SUBJECT: Admission to Graduate School

As indicated in the brochure sent earlier, arrangements have been made with the Graduate School of Southern University to grant credit for each course in the Institute provided the student is enrolled in the graduate program. The Institute does not require participants to enroll in the graduate program; however, if you wish to receive graduate credit, you must seek admission to the Graduate School. Academic credit as a special student can be received without this admission.

Enclosed you will find the necessary materials for making application to the Graduate School. Please return these materials directly to the Graduate School, not to the Institute. If you have already been admitted to the Southern University Graduate School, then no new application is necessary.

MEA/bc

Enclosure

May 2, 1969

TO: Participants of the 1969 EPDA Civics Institute
Southern University

FROM: Moses E. Akpan, Director

SUBJECT: Housing

In order to complete our housing arrangements for the participants in the Institute this summer, we are asking that you complete the enclosed Housing Request Form and return it directly to the Housing Manager, Southern University Housing Office, not later than May 6, 1969.

Please remember to enclose your $25 deposit with the form. If there are questions which are urgent, call me at area code 504-775-6300, extention 363.

bc

May 22, 1969

TO: All Participants

FROM: Moses E. Akpan, Director

SUBJECT: EPDA Civics Institute

As this school year is coming to an end, we hope that all is going well with you and that you are preparing for a challenging and vigorous session this summer.

The Institute starts on June 16, 1969, however, all participants are advised to arrive on the evening of Sunday, June 15, for a reception planned for that night. Details regarding the affair and other aspects of the Institute will be sent to you at a later date.

Please bring these materials and equipments with you for the Institute:

a. A copy of the text book (s) used in your Civics, American Government, Problems of Democracy and World Affairs course.

b. Any course of study or guide line from your Department of Public Education or your school relating to (a).

c. Any classroom materials you may wish to share with other participants.

d. Equipment for swimming, golf or tennis which will be available through the Physical Education Department.

If there are any changes in your home address, please inform us directly. We are looking forward to having you in the Institute this summer.

MEA/bc

May 27, 1969

Dear ______________________:

It has been brought to my attention by the Housing Office that your Application for Housing Form has not been received as last advised. In order to complete our arrangements for the summer, I am asking that you return the Housing Application Form with your deposit of $25 to the Housing Department at Southern University as soon as possible.

I am enclosing another Application for Housing Form for your necessary action.

Grateful for attention.

Sincerely yours,

Moses E. Akpan
Dicector

MEA/bc

Enclosure

May 28, 1969

Dear ____________________:

Please complete the enclosed inventory form and return it to us at your earliest convenience.

Grateful for attention.

Sincerely yours,

Moses E. Akpan
Director

MEA/bc

Enclosure

June 4, 1969

Dear ______________________

Enclosed find some information relating to our Institute this summer. In order to be better prepared for the program, I am asking that you read the materials before coming to Southern this summer.

We are looking forward to a very inspiring summer.

Sincerely yours,

Moses E. Akpan
Director

MEA:bc

Enclosures

EPDA CIVICS INSTITUTE

1. ARRIVAL

Please plan to arrive at your campus residence by 5:30 p.m. on Sunday, June 15, 1969. The enclosed map of Southern University should assist you in locating the building to which you have been assigned for the period of the Institute.

2. RECEPTION

A reception for all participants and staff of the Institute will be held in Octavia Hall at 8:00 p.m. on Sunday, June 15, 1969. All participants are expected to be present.

3. COMMUNICATION

All written communication to you during the period of the Institute may be directed to:

C/O EPDA Civics Institute
Box 10188
Southern University
Baton Rouge, Louisiana 70813

Telephone communication may be directed to:
Area Code 504 - 775-6300, Ext. 363.

4. PARKING

Enclosed find an application for parking permit. Please fill this form and bring it with you when you come to the Institute.

Please note that Liability Insurance and a valid driver's license are the only requirements for a permit. There is no charge.

5. STIPEND INFORMATION

Stipend Payment will be as follows:

June 16 — $\frac{1}{2}$ of total Stipend and Dependents' allowance
July 11 — $\frac{1}{4}$ of total Stipend and Dependents' allowance
July 26 — $\frac{1}{4}$ of total Stipend and Dependents' allowance

The total fee for housing is due upon registration in the Institute on June 16, 1969.

6. STAFF

Moses E. Akpan, Director
Department of Political Science
Southern University

Thomas Smith, Administrative Assistant
Department of Political Science
Southern University

Jewel Prestage, Consultant
Department of Political Science
Southern University

Thomas Morris, Librarian
Southern University

Barbara Curry, Secretary
Southern University

Arthur Penson
Department of Political Science
Southern University

Jake Miller
Department of Political Science
Fisk University

Festus Ohaegbulam
Department of Political Science
Southern University

David Holdridge
Center for Instructional Communication
Syracuse University

Emmit Follins
Southern University Laboratory School

7. VISITING LECTURERS

Name	Date	Topic
Peter French African Studies Program Syracuse University Syracuse, New York	June 27-28	"The Challenges of Nation Building: The Experiences of African States and the United States"
P.C. Onwuachi African-Carribean Studies Center Fisk University Nashville, Tennessee	June 30-July 1	"Social Changes and Consequences on Political Developments in Africa"

VISITING LECTURERS

Name	Date	Topic
Vernon Jordan Voter Education Project Atlanta, Georgia	July 2-3	"Black Political Participation in American South"
St. Claire Drake Department of Sociology Roosevelt University Chicago, Illinois	July 10-11	"Black Internationalism"
Mack Jones Department of Political Science Atlanta University Atlanta Georgia	July 17-18	"The Challenge of Participants: The Case of Blacks in the American South"
Ambassador Joseph Owono Republic of the Cameroun Washington, D. C.	July 21-22	"Unity In Diversity: Experiences of the Federation of the Cameroons under Bilingual, Political and Educational Systems"

8. PROGRAM OF THE INSTITUTE

Each participant will register for two courses and a seminar

1. *Aspects of Political Development* (Political Science 485, 3 hours credit) (Penson). The course will (a) explore a variety of methodological approaches applicable to the study of political systems; (b) analyze some of the theoretical assumptions and concepts which have been developed in the study of nation-building; (c) examine the relationship between environmental and cultural factors and political development; and (d) delve into specific issues and problems involved in national modernization in the United States and Africa.

Textbooks

Gabriel Almond and G. Gingham Powell,Jr. *Comparative Politics: A Developmental Approach*, (Little,Brown Publishers).

Lucian W. Pye, *Aspects of Political Development*, (Little, Brown Publisher Publishers).

2. Government and Politics of Africa: South of Sahara, (Political Science 486, 3 hours credit) (Miller). This course will focus on the colonial and post colonial politics and governments of selected African countries. Emphasis will be on the dynamic factors of politics (decision-making, interest aggregation and articulation, levels of policy determination, political recruitment, etc.).

   Textbooks

   Thomas Adams, Government and Politics in Africa South of the Sahara, (New York: Random House).

   Ali Mazuri, Toward a Pax Africana, (Chicago: Univ. of Chicago Press).

   Ndabonigi Sithole, African Nationalism, (New York: Oxford University Press).

   Immanuel Wallerstein, Africa: The Politics of Independence, (New York: Random House).

3. Seminar, (Political Science 498) (Holdridge). The Seminar will focus on effective use of knowledge and skill gained in the Institute for teaching of courses in Civics, American Government, or Problem of Democracy and World Affairs in high school. In conjunction with the Seminar, the College of Education will conduct an experimental class in civics at the Southern University Lavoratory School. In addition, participants will be instructed in the operation and application of various educational media. (1 hour credit)

   Textbooks

   Edwin Fenton, The New Social Studies, (New York: Holt, Rienhart, and Winston).

   Robert Meger, Preparing Instructional Objectives, (California: Searon Publishers).

   Ed. Minor, Simplified Techniques for Preparing Visual Instructional Materials, (New York: McGraw Hill Book Co.).

   Social Studies Curriculum Center, Social Science Concept in the Classroom, (New York)

   Social Studies Curriculum Center, Major Concept of Social Studies, New York).

9: READING MATERIALS

Enclosed you will find materials relating to teaching of Social Studies in High School which we hope could be useful to the participants in the Institute.

Charles A. McClelland, "Selecting and Processing Information in World Affairs Education", Social Education, Vol. XXXII (November, 1968).

Howard D. Mehlinger, "Enlarging the International Component of the High School Social Studies Curriculum", Social Education, Vol. XXXII (November, 1968).

In addition, we are recommending that you read the following materials before arriving here at Southern:

Douglas A. Chalmer's, "The Politics of Emerging Nations", in NCCS 36th yearbook, Political Science and Political Studies.

Barry K. Beyer, "Uncovering Africa in the Secondary School", Social Education, May, 1968.

You may want to bring copies of these articles to the Institute.

TIME SCHEDULE

First Week

Sunday	June 15 -	8:00 p.m.	Welcome to the University - Social Hour
Monday	June 16 -	8:30-9:45 a.m.	Pre-Institute Evaluation Academic Bldg. room 107
		10:00-12:00	Registration - University Chapel
		1:00- 2:00	Purchase of books & Materials University Bookstore
		3:00- 4:00	Car Registration Livestock Pavillion
		8:00 p.m.	Film Library Lecture Room
Tuesday	June 17	8:30-10:00	Meeting in room 107-Academic Bldg.
		10:00-10:30	Break
		10:30-12:00	"Impact and Potential of Institute Programs on Social Studies Curriculum in High School" -- Dr. Jewel Prestage
		12:00-1:30	Lunch
		2:00-4:00	"Pre-Colonial Political and Economic Institutions in Africa" -- Dr. Ohaegbulam
		8:00 p.m.	Film
Wednesday	June 18	8:30-10:00	"Politics of Modernization in Africa" - Dr. Ohaegbulam
		10:00-10:30	coffee break
		10:30-12:00	"Trends and Techniques of Teaching Social Studies in High Schools" - Mr. Breada
		2:00-4:00	"United States and Africa: Social and Economic Relations Dr. Ohaegbulam
		8:00 p.m.	Highlife Party

Thursday & Friday, June 19-20	8:30-10:00	Political Science 485, Aspects of Political Development
	10:00-10:30	coffee break
	10:30-12:00	Political Science 486, Government and Politics of Africa: South of the Sahara
	12:00	Lunch
	2:00-5:00	Seminar and independent work and conferences

TIME SCHEDULE
July 14 - 19, 1969

Monday	July 14	8:30-10:00	Political Science 485, Aspects of Political Development
		10:00-10:30	coffee break
		10:30-12:00	Political Science 486, Government and Politics of Africa South of the Sahara
		12:00	Lunch
		2:00 -3:00	Seminar, independent work and conferences
Tuesday	July 15	8:30-10:00	Political Science 485, Aspects of Political Development
		10:00-10:30	coffee break
		10:30-12:00	Political Science 486, Government and Politics of Africa South of the Sahara
		12:00-12:30	Group photograph
		12:30	Lunch
		2:00- 3:00	Discussion on Micro-Teaching
		3:30- 5:00	Simulation Games by Mr. Tom Collins
		8:00-10:00 p.m.	Movie and Social with Visitor
Wednesday,	July 16	9:00-10:00 a.m.	Experimental Class
Thursday	July 17	8:30-10:00	Political Science 485, Aspects of Political Devleopment
		10:00-10:30	coffee break
		10:30-12:00	Dr. Mack Jones' Lecture "The Challenge of Participationi The Case of Blacks in the American South"

		12:00	Lunch
		2:00-3:00	Seminar
			Social with Visiting Lecturer
Friday	July 18	8:30-10:00	Dr. Mack Jones' Second Lecture
		10:00-10:30	coffee break
		10:30-12:00	Political Science 486, Government and Politics of Africa South of the Sahara
		12:00	Lunch
		2:00- 5:00	Seminar, independent work and conferences
Saturday	July 19	10:00a.m.	Excursion (All participants and staff of the Institute are expected to attend)

EPDA CIVICS INSTITUTE

Pre-Institute Evaluation Questionnaire

This questionnaire is the first step in our effort to involve the participants in the planning and evaluation of the Institute's program. The response to this questionnaire will assist the staff in structuring the Institute's program, and also provides the basis for assessing the success of the Institute's program after it shall have been compared with the answers to the Post-Institute Evaluation Questionnaire.

PART ONE

General

1. What specifically do you expect from the Institute?

2. Do you consider it proper to teach about Africa in American high schools?

   ☐ No ☐ Yes

   Explain your answer

3. What two important developments (political and otherwise) in the United States have been of any concern/interest to you. (cross out which one does not apply).

   a.

   b.

4. What two factors have influenced these developments in # 3?

   a.

   b.

5. Do you see any similarities between the United States and the African States in their post-independence political developments?

   ☐ No ☐ Yes

   If yes, list any two such similarities.

PART TWO
Orientation

6. Are you familiar with some of the African empires and kingdoms during the Pre-European Colinial Africa:

☐ No ☐ Yes

If yes, name any two of them.

a.

b.

7. Circle the terms and phrases with which you are familiar.

a. Negritudé
b. Ujama
c. African Personality
d. Pan-Africanism
e. The New Republic of Africa

8. Are you familiar with the term "One-Mass Party System?

☐ no ☐ yes

If yes, name any two African states having this system.

a.

b.

9. Are you familiar with that part of Africa that used to be referred to as the "White Man's Grave"?

☐ No ☐ Yes

10. Are you familiar with the Berlin Conference of 1884-5 and its later effects upon the future of Africa?

☐ No ☐ Yes

11. What two factors would you say help to determine United States relations with Africa?

a.

b.

12. What two areas would you say that the United States and Africa have both significantly influenced each other?

a.

b.

13. Are you familiar with the New Social Studies in High School?

☐ No ☐ Yes

14. Name any Black American who was associated with the early Back to Africa Movement?

15. Are you familiar with any African states with the largest amount of United States private investments?

☐ No ☐ Yes

If yes, name the state.

PART THREE

Government and Politics of Africa: South of the Sahara

16. Have you ever taken a course, primarily devoted to the study of Africa?

☐ No ☐ Yes

If yes, what was the title of the course?

17. In the past, what has been the primary source of your information on Africa?

___ Conversations with Africans
___ Conversations with Americans who have visited Africa
___ Books and periodicals
___ Radio and Television
___ Movies

18. Approximately, how many books (primarily focusing on Africa) have you read in the last five years? ______

List author and title of at least one.

19. Are you familiar with any professional journals or other periodicals devoted to the study of Africa?

☐ No ☐ Yes

If yes, list one.

20. What area of Africa do you have the greatest interest in studying?

___ Eastern
___ Western
___ Central
___ Northern
___ Southern

21. With what three African countries are you most familiar?

22. Which three African countries are you interested in securing additional knowledge?

23. With what three current or former African leaders are you most familiar?

24. What aspect of the course do you feel that you have the greatest interest?

    ____ Role of political parties in African countries
    ____ Civil-Military relations in African countries
    ____ African and International politics
    ____ Period of nationalism in African countries
    ____ Other, specify

25. What specific goals have you achieved as a result of taking this course?

26. List an African country associated with each of the following colonial or former colonial powers.

    a. Great Britain
    b. France
    c. Belgium
    d. Portugal

27. List two major ethnic groups associated with countries of Subsaharan Africa.

Ethnic Group	Country
____________	____________
____________	____________

28. List two African countries of Subsaharan Africa which were independent prior to 1957.

    a.

    b.

29. List two African countries with military governments.

    a.
    b.

30. The term Apartheid is associated with which African country?
______________________.

31. Name an African country which has been in the news constantly during the last year, and state the major problem fronting this nation.

32. Approximately, how many independent African countries are in existence today? ______________

33. The name of the African Organization of which most African countries are members.

____

34. Historically, the United States has maintained closer relations with the African country of ________________.

35. How many African states can you locate without any difficulty on the map?

☐ none ☐ 1-5 ☐ 5-10 ☐ more than 10

36. Are there any books dealing on Africa in your school library?

☐ No ☐ Yes

If yes, list two of such books you have used or recommended to students in your class assignments.

a.

b.

37. Identify any country in Africa which is still controlled by a colonial power.

______________________ is controlled by ________________.

38. Name any two important minerals imported into the United States from Africa.

a.

b.

39. Do you see any relationship between the liberation movements in Africa and the struggles for civil rights in the United States?

☐ No ☐ Yes

If yes, explain

40. Are you familiar with some of the African Questions in the United Nations?

☐ No ☐ Yes

If yes, explain

PART FOUR
Seminar - Methodology

41. Have you used any films, filmstrips and slides devoted exclusively to Africa in your teaching for the past year?

☐ No ☐ Yes

If yes, list any one title of each.

a.

b.

c.

42. How many transparencies and charts dealing on Africa have you used in your class teaching for the past year?

☐ None ☐ 1-5 ☐ More than 5

List any two of each items used.

a.
b.

43. List one in each case, the type of films, filmstrips, and slides which you have used in the teaching of Civics, World Affairs and Problems of Democracy in your school for the past year. (Do not include items in 41 and 42)

44. How would you rate yourself on the following:

		with no difficulty	with little difficulty	with great difficulty
a.	Ability to use slide and film projectors	____	____	____
b.	Ability to use tape recorders and transparences	____	____	____
c.	Ability to produce slides, filmstrips and transparences	____	____	____
d.	Ability to locate films, filmstrips, slides and transparences dealing with Africa	____	____	____
e.	Ability to locate films, filmstrips, slides and transparences on Civics, generally	____	____	____
f.	Ability to locate books and periodicals relevant to the teaching of Africa in high school	____	____	____

45. What two major problems usually confronts you in the teaching about Africa to your students?

a.

b.

46. What other problems frequently confront you in the teaching of Civics in high school.

a.

b.

47. How have you attempted to solve the above problems? Check as many as applicable.

☐ Consult specialists in a nearby University

☐ Consult a fellow teacher

☐ Write an African Embassy.

☐ Consult a peace corps returnee

☐ Other, specify

48. What specific types of problems relating to political change and developments in Africa and the United States would you like to explore with others in the group sessions of this Institute

49. What type of audio-visual materials are you particularly interested in?

a.

b.

c.

50. Are you familiar with simulation games?

☐ No ☐ Yes

If yes, list the ones you have played.

PART FIVE

Aspects of Political Development

51. Is a course in comparative political systems (not including courses such as "Democracy vs Communism") offered at your school?

☐ No ☐ Yes

52. If your answer to the above question was yes, what is:

a. title of course?

b. textbook?

c. principal objectives?

d. the general response of the students?

e. the general attitude of the administration?

53. Should such a course be offered at the high school level?

☐ No ☐ Yes

Explain your answer.

54. Do you think that most high school social science teachers are adequately prepared to teach such a course?

☐ No ☐ Yes

55. If your answer was No to the above question, what are the main weaknesses exhibited in this area by high school teachers?

56. Have you ever taken a course in comparative politics (nation building, political developments, etc.)?

☐ No ☐ Yes When____________________

57. What are the principal benefits you would expect to gain in the course in political developments at this summer's Institute?

58. Do you think the developmental pattern of the United States could serve as a model for the newly emerging nations?

☐ No ☐ Yes

Explain your answer.

59. What aspects of political developments among the new states of Africa interest you the most?

a.

b.

c.

60. List any two aspects of political change and developments in the United States and among the African states which you feel are relevant to your high school students.

a.

b.

EPDA CIVICS INSTITUTE

Post-Institute Evaluation Questionnaire I

This questionnaire is the second step in our effort to involve the participants in the evaluation of the Institute's program. The response to this questionnaire will provide the basis for assessing the success of the Institute's program.

PART ONE

General

1. What specifically have you achived from the Institute?

2. Do you consider it proper to teach about Africa in American high schools?

   ☐ No ☐ Yes

   Explain your answer

3. What two important developments (political and otherwise) in the United States have been of any concern/interest to you? (cross out which one does not apply).

   a.

   b.

4. What two factors have influenced these developments in # 3?

   a.

   b.

5. Do you see any similarities between the United States and the African States in their post-independence political developments?

   ☐ No ☐ Yes

   If yes, list any two such similarities.

PART TWO
Orientation

6. Are you familiar with some of the African empires and kingdoms during the Pre-European Colinial Africa:

☐ No ☐ Yes

If yes, name any two of them.

a.

b.

7. Circle the terms and phrases with which you are familiar.

a. Negritudé
b. Ujama
c. African Personality
d. Pan-Africanism
e. The New Republic of Africa

8. Are you familiar with the term "One-mass Party System?

☐ no ☐ yes

If yes, name any two African states having this system.

a.

b.

9. Are you familiar with that part of Africa that used to be referred to as the "White Man's Grave"?

☐ No ☐ Yes

10. Are you familiar with the Berlin Conference of 1884-5 and its later effects upon the future of Africa?

☐ No ☐ Yes

11. What two factors would you say help to determine United States relations with Africa?

a.

b.

12. What two areas would you say that the United States and Africa have both significantly influenced each other?

a.

b.

13. Are you familiar with the New Social Studies in High School?

☐ No ☐ Yes

14. Name any Black American who was associated with the early Back to Africa Movement?

1 . Are you familiar with any African state with the largest amount of United States private investments?

☐ No ☐ Yes

If yes, name the state.

PART THREE

Government and Politics of Africa: South of the Sahara

16. Have you ever taken a course, primarily devoted to the study of Africa?

☐ No ☐ Yes

If yes, what was the title of the course?

17. Rank in order of importance (1,2,3,4,5) what you consider as the primary sources of information on Africa.

___ Conversations with Africans
___ Conversations with Americans who have visited Africa
___ Books and Periodicals
___ Radio and Television
___ Movies

18. Approximately, how many books (primarily focusing on Africa) have you read during the period of the Institute? ________

List author and title of at least two of them, other than your textbook.

19. Are you familiar with any professional journals or other periodicals devoted to the study of Africa?

☐ No ☐ Yes

If yes, list any three of them.

20. What areas of Africa do you have the greatest interest in studying?

___ Eastern
___ Western
___ Central
___ Northern
___ Southern

21. With what three African countries are you most familiar?

22. Which three African countries are you interested in securing additional knowledge ?

23. With what three current or former African leaders are you most familiar?

24. What aspect of the course do you feel that you have the greatest interest?

____ Role of political parties in African countries
____ Civil-Military relations in African countries
____ African and International politics
____ Period of nationalism in African countries
____ Other, specify

25. What specific goals do you wish to obtain as a result of taking this course?

26. List an African country associated with each of the following colonial or former colonial powers.

a. Great Britain
b. France
c. Belgium
d. Portugal

27. List two major ethnic groups associated with countries of Subsaharan Africa.

Ethnic Group	Country
____________________	____________________
____________________	____________________

28. List two African countries of Subsaharan Africa which were independent prior to 1957.

a.

b.

29. List two African countries with military governments.
a.
b.

30. The term Apartheid is associated with which African Country?
_________________________.

31. Name an African country which has been in the news constantly during the last year, and state the major problem fronting this nation.

32. Approximately, how many independent African countries are in existence today? __________

33. The name of the African Organization of which most African countries are members.

____

34. Historically, the United States has maintained closer relations with the African country of ____________________.

35. How many African states can you locate without any difficulty on the map?

☐ none ☐ 1-5 ☐ 5-10 ☐ more than 10

36. Are there any books dealing on Africa which you plan to order for your school library?

☐ No ☐ Yes

If yes, list two of such books you intend to recommend to students in your class assignments.

37. Identify any country in Africa which is still controlled by a colonial power.

________________________ is controlled by ____________________.

38. Name any two important minerals imported into the United States from Africa.

a.

b.

39. Do you see any relationship between the liberation movements in Africa and the struggles for Civil Rights in the United States?

☐ No ☐ Yes

If yes, explain

40. Are you familiar with some of the African Questions in the United Nations?

☐ No ☐ Yes

If yes, explain

PART FOUR
Seminar - Methodology

41. How many films have you previewed in the Institute?

☐ None ☐ 1-5 ☐ more than 5

42. List any three best films in the Institute.

a.

b.

c.

43. How many filmstrips and slides have you previewed in the Institute?

☐ None ☐ 1-5 ☐ more than 5

44. List any three best filmstrips or slides in # 43.

a.

b.

c.

45. How would you rate yourself on the following:

	with no difficulty	with little difficulty	with great difficulty
a. Ability to use slide and film projectors	____	____	____
b. Ability to use tape recorders and transparences	____	____	____
c. Ability to produce slides, filmstrips and transparences	____	____	____
d. Ability to locate films, filmstrips, slides, and transparences dealing with Africa	____	____	____

	with no difficulty	with little difficulty	with great difficulty
e. Ability to locate films, filmstrips, slides and transparences on civics, generally	____	____	____
f. Ability to locate books and periodicals relevant to the teaching of Africa in high school	____	____	____

46. Indicate your skill with the following specific lab equipments:

	could operate before coming	learned to operate here	did not learn to operate
a. The Thermofax Secretary Copier	____	____	____
b. The "107" Book Copier	____	____	____
c. The Spirit Duplicator	____	____	____
d. The 16mm. Graflex Projector	____	____	____
e. Making Thermal Spirit Stencils	____	____	____
f. Making K & E Transparencies	____	____	____
g. The Overhead Projector	____	____	____

47. Are you familiar with simulation games?

☐No ☐Yes

If yes, list the ones you have played.

PART FIVE

Aspects of Political Development

48. Do you consider it worthwhile to offer a course in comparative political systems (not including courses such as "Democracy vs Communism") in the high school?

☐ No ☐ Yes

49. If your answer to question #48 was yes, what would be:

    a. the title of the course?

    b. textbook?

50. Do you think that most high school social science teachers are adequately prepared to teach such a course?

    ☐ No ☐ Yes

51. If your answer was No to the above question, what are the main weaknesses exhibited in this area by high school teachers?

52. What are the principal benefits you gained in the course in political developments at this summer's Institute?

53. Do you think the developmental pattern of the United States could serve as a model for the newly emerging nations?

    ☐ No ☐ Yes

    Explain your answer.

54. What aspects of political developments among the new states of Africa interest you the most?

    a.

    b.

    c.

55. List any two aspects of political change and developments in the United States and among the African states which you feel are relevant to your high school students.

    a.

    b.

EPDA INSTITUTE IN CIVICS
SOUTHERN UNIVERSITY, 1969

Post-Institute Evaluation Questionnaire #2

PLEASE DO NOT SIGN. ENCIRCLE YOUR CHOICE.

I. Pre-conference planning

1. What is your evaluation of the advanced planning of non-subject matter aspects of the Institute, such as communication between yourself and the director?

   Excellent:
   Adequate:
   Fair:
   Poor:
   Other Comments:

2. Were you fully informed as to the financial, housing, eating and other aspects of the Institute.

   Adequately informed:
   Poorly informed:
   Other Comments:

II. Program of the Institute

1. How have you found the subject of the course Aspects of Political Development?

   Too basic:
   Not basic Enough:
   Over my Head
   Stimulating and Enlightening:

2. How have you found the subject of the course Government and Politics of Africa?

   Too Basic:
   Not Basic Enough:
   Over my Head:
   Stimulating and Enlightening:
   Other Comments:

3. How have you found the subject of the course Seminar?

   Too Basic.
   Not Basic Enough:
   Over my Head:
   Stimulating and Enlightening:
   Other Comments:

4. What is your reaction to the time schedule, in terms of time spent in the classroom?

   Too much time in classroom:
   Time in classroom adequate:
   Too little time in classroom:
   Other comments:

5. Was the presentation of subject matter in Aspects of Political Development

   Excellent:
   Good:
   Adequate:
   Fair:
   Poor:
   Other Comments:

6. Was the presentation of subject matter in Government and Politics of Africa

   Excellent:
   Good:
   Adequate:
   Fair:
   Poor:
   Other Comments:

7. Was the presentation of subject matter in Seminar

   Excellent:
   Good:
   Adequate:
   Fair:
   Poor:
   Other Comments:

8. How adequate was the bibliography?

   Excellent:
   Good:
   Adequate:
   Fair:
   Poor:
   Other Comments:

9. Comment on choice of textbooks in Aspects of Political Development

Too Many:
Adequate:
Too Few:
The Wrong Ones:
Useful Ones:
Other Comments:

10. Comment on choice of textbooks in Government and Politics of Africa

Too Many:
Adequate:
Too Few:
The wrong Ones:
Useful Ones:
Other Comments:

11. Comment on choice of textbooks in Seminar

Too Many:
Adequate:
Too Few:
The Wrong Ones:
Useful Ones:
Other Comments:

12. In terms of quantity of work, did you find the Institute program

Too exhausting:
Stimulating and fulfilling:
About right:
Not involving enough work:
Other Comments:

13. What is your evaluation of the Seminar as an aid in adapting materials and information gained in the Institute to the civics classroom?

Very helpful:
Adequate:
Of questionable value:
Other Comments:

III. Visiting Lecturers

1. What was the overall contribution of the lecturers?
(circle one in each case)

a.	Dr. Peter French	Excellent	Good	Fair	Poor
b.	Dr. P. C. Onwuachi	Excellent	Good	Fair	Poor
c.	Mr. Vernon Jordan	Excellent	Good	Fair	Poor
d.	Dr. St. Clair Drake	Excellent	Good	Fair	Poor
e.	Dr. Mack Jones	Excellent	Good	Fair	Poor
f.	Dr. Jewel Prestage	Excellent	Good	Fair	Poor
g	Mr. T. Nkuo	Excellent	Good	Fair	Poor

IV. Housing and Eating Facilities

1. Were housing arrangements for women adequate? ______________
Comment:

2. Were housing arrangements for men adequate: ______________
Comment:

3. Were eating arrangements adequate? ______________
Comment:

4. Was the University community generally

Cooperative:
Uncooperative:
Indifferent:

V. Relations with Institute Staff

1. Did you find participant-staff relations:

Superb:
Good:
Unfriendly:
Not enough contact:
Other Comments:

2. Was the time available to talk to Institute staff adequate?

____
Comment:

VI. Role of Director

1. Have channels of communication between the Director and participants been:

Adequate:
Inadequate:
Good:
Poor:
Excellent:

Comment:

2. What is your evaluation of the Director's role in "intergrating" the total program of the Institute:

Good:
Poor:
Adequate:
Excellent:
Fair:

Comment:

VII. Housekeeping Functions

1. Mail ____________________

2. Planning of Field Trip ____________________

3. Procurement of Materials ____________________

4. Arrangements for special services needed ____________________

Comment:

VIII. Institute Reading Room
(Good, Adequate, Inadequate, Would rather use University Library)

1. Available Volumes ____________________

2. Library Hours ____________________

3. Procedure for checking out books ____________________

IX. The Group

1. Was the group congenial? ______________________________

2. Was the group homogeneous? ______________________________

3. Overall, how would you rate the selection committee on its choice of participants? ______________________________

X. How would you rate the recreational and social aspects of the Institute?

Comment:

XI. Summary

1. Will the Institute contribute significantly to your teaching competence?

2. Overall rating of the total program

   a. Major weaknesses or criticisms

      1.
      2.
      3.
      4.
      5.

   b. Major strengths

      1.
      2.
      3.
      4.
      5.

3. Do you have any specific suggestions for improvements on any score? ______________________

   a.
   b.
   c.

4. Would you recommend similar Institute experiences to other civics teachers? ______________________

5. Do you feel that follow-up visits to your classroom during the school year would be helpful in your efforts to fully utilize the Institute experience:

____

6. If possible, would you attend a follow-up session next summer or during school year? ______________________

7. Will you apply for another EPDA Institute? __________

8. Any other comments on the overall program?

XII. What is your evaluation of the Institute in terms of giving you greater perspective for the interpretation of data for classroom use?

Very helpful:
Inadequate:
Questionalbe:
Other Comments:

XIII. Has the Institute work motivated you to accelerate your rate of self-improvement in the subjects that you teach?

Quite a bit:
Some:
Very little:
Not at all:
Other Comments:

XIV. What is your evaluation of the experimental class as a learning experience?

1. For the participants

   Very helpful:
   Adequate:
   Of questionable value
   Other Comments:

2. For the high school students enrolled

   Very helpful:
   Adequate:
   Of questionable value
   Other comments:

XV. What is your evaluation of the Media Lab component?

Very helpful:
Adequate:
Of questinnable value:
A waste of money:
Other Comments:

Were there enough materials available to meet your needs for the Institute? ____________ for your own classroom use? _________

XVI. In your opinion the type of picture of developing nations generally and of Africa in particular painted by most high school civics teachers is:

Highly distorted:
Slightly distorted:
Fair & Accurate:
Other Comments:

XVII. What is your evaluation of the Simulation games as a learning experience and instructional tool?

Very helpful:
Adequate:
Not Adequate:
Wast of time:

XVIII. What is your evaluation of the Retreat?

Adequate:
Not adequate:
Waste of time:

XIX. What is your evaluatinn of games or simulation in general as useful instructional tools?

Very helpful:
Adequate:
Of little help:
Waste of time:
Other Comments:

XX. What is your evaluation of the use of the video tape recorder in the Laboratory School experience:

Very helpful:
Adequate:
Of little help:
Waste of time:

XXI. What is your evaluation of the Orientation phase conducted by Dr. Ohaegbulam?

Very helpful:
Adequate:
Of little help:
Waste of time:

XXII. What was the overall contribution of the Orientation lecturers?

Dr. Festus Ohaegbulam ______________________________

____

Dr. Jewel Prestage ______________________________

____

Mr. Willie Breeda ______________________________

____

XXIII. How will plans for your class teaching on civics be different after having attended the Institute?

XXVI. In What way could the Institute be of further help to you in your school?

XXV. Other Comments:

Morning Advocate 2/23/69

Southern Plans Civics Institute

An institue for advance study in civics, focusing mainly on "Political Change and Development: Africa and the United States," will be held at Southern University June 16-July 26 for senior high school civics teachers.

Moses E. Akpan, associate professor of political science at Southern University, will direct the institute which has an April 6 postmark deadline for prospective participants to file applications.

The institute will be conducted in cooperation with the U.S. Office of Education under the Educational Professional Deveopment Act of 1968.

A total of 30 particpants will be selected for the institue, with the high school teachers to be drawn mainly from the South-Central region of the United States, but with a representative number to be chosen from outside this region.

The central focus of the institute will be on a seminar and two courses developed especially for the six weeks project, "Aspect of Political Development" and "Government and Politics of Africa: South of Sahara".

Request for application forms and additional information should be addressed to: Moses E. Akpan, director, EPDA Summer Institute in Civics, Box 9586, Southern University, Baton Rouge.

EPDA Institute Held July 11-26

EPDA Institute for advanced study in civics for political change and development of Africa and the United States for Senior High School Teachers at Southern University.

The aims of the Institute will be to improve the professional competence of secondary school teacher of civics by:

1. Assisting them in gaining understanding of analytic concepts that may be applied to a variety of political systems.
2. Expanding their knowledge of the development process as general occurrence in the present world.
3. Equipping them with specific information about the political systems of the United States and various African countries as particular examples exhibiting developmental phenomena.
4. Fostering the creation of more specialized junior and senior high school courses dealing with change and development.
5. Facilitating a more comprehensive understanding of American political institutions and practices through the application of the same concepts utilized in the analysis of African political systems.
6. Providing the basis for better understanding of the role of African states in contemporary world politics.
7. Introducing them to contributions made by political scientists in the development of comparative theories of politics of nation-building.
8. Exploring ways in which the comparative government program at the college level might be made relevant to the needs of secondary education, particularly as regard non-western cultures.

9. Introducing them to new techniques, trends, tools, and subject matter in political science educatino in order to permit more realistic political analysis at the secondary level.
10. Providing the medium for effective discussion of problems related to the teaching of American Government and non-western political systems and cultures on the secondary level.

The Institute will include a diversity of learning experiences. However the central focus will be on a seminar and two courses developed especially for the Institute.

The first course, Aspects of Political Development, will explore a variety of methodological approaches applicable to the study of political systems analyze some of the theoretical assumptions and concepts which have been developed in the study of nation-building examine the relationship between environmental and cultural factors and political development and delve into hpecific issues and problem involved in national modernization in The United States and Africa. The Second Course, Government and Politics of Africa: South of Sahara, will focus on the colonial politics on the colonial and post colonial politics and governments of selected African countries. Emphasis will be on the dynamic factors of politics (decision-making, interest aggregation and articulation, levels of policy determination, political recruitment, etc.)

The Seminar will focus on effective use of knowledge and skill gained in the Institute for teaching of courses in Civics, American Government, or Problems of Democracy and world affairs in high school. In conjunction with the Seminar, the college of Education will conduct an experimental class in civics at the Southern University Laboratory School. In addition, participants will be instructed in the operation and application of various educational media.

Each course will meet for one hour, four mornings per week for six weeks. The Seminar will meet for ninety minutes-four days per week. Each participant will take both courses and the Seminar. The afternoon will be reserved for the Seminar, demonstrations, discussions, and conferences.

The Director of the EPDA Institute in civics are Dr. Moses E. Akpan, Associate Professor, Department of Political Science, Southern University, Authur J. Penson, Professor, Department of Political Science, Southern University Kenneth Tessier, center for Institutional Communications Syracuse.

Dr. G. Leon Netherville Jr., President of Southern University, welcomes the EPDA Civics Institute's Participants into Southern University, June 15, 1969.

INSTITUTE PARTICIPANTS – Shown above are the 1969 participants in the EPDA Institute for Advanced Study in Civics. The institute was conducted at Southern University from June 16–July 26, 1969. The staff included: Moses E. Akpan, director, Associate Professor, Department of Political Science, Southern University; Arthur J. Penson, Professor, Department of Political Science, Southern University; Festus Ohaegbulam, Associate Professor, Department of Political Science, Southern University; Emmit Follins, Director, Experimental Class, Southern University Laboratory School; Consultant, Jesel L. Prestage, Professor and Chairman, Department of Political Science, Southern University; Administrative Assistant, Thomas Earl Smith, Assistant Professor, Department of Political Science, Southern University; Jake Miller, Department of Political Science, Fisk University and David Holdridge, Center for Instructional Communications, Syracuse University. Thomas Morris, Librarian, Southern University, and Barbara Curry, Secretary, Southern University.

morning advocate 6/30/69 pp. 5-A

SU Audience Hears Of Africa's Need For Nation-Building

Dr. Peter French, director of African Studies at Syracuse University, said at Southern University last week that nation-building is more advantageous to developing African countries than state-building.

Appearing as guest lecturer at a civics institute dealing with developing African countries, Dr. French cited "skills, institutions and lines of communication" as strong factors in state-building, while crediting "communication, cultural values and togetherness" as the foundations of nation-building.

The Syarcuse professor said that usually when industry comes to many African countries, there is the tendance for them to emphasize the building of things.

"Such things as the economy, better health facilities, and better schools are the areas of concentration. These things are good in themselves, but they contribute to statebuilding rather than nation-building" he said.

Stressing the importance of "we-ness" and a "sense of community", Dr. French cited Tanzania as an example of nationbuilding being more desirable than state-building."

Building Things

"In Tanzania, the president told his constituents that they would concentrate on building things, but they would build a community together first," Dr. French said, explaining that the idea was called, "Ujamaa," which means "family". He also cited the national motto of Kenya, "Harambee" which means, "lets all pull together."

Dr. French referred to Biafra as a "nation within a fragmented state," but said, "despite being a war-torn country, the fighting has helped to pull the people together and achieve the essential sense of community".

Nigeria is the fragmented state which Dr. French referred to saying that she has adopted all of the things that the Western colonial powers have wanted her to adopt, and while giving the appearance of being rich, industrial, and enterprising.

"She has built things, and has done nothing to build unity between her people," Dr. French.

He continued that, "because of this, in 1966, there was nothing to hold the nation together, and eventually the old animosities came out in a modern way, civil war."

The visiting lecturer advocated that more African Leaders say "no to the West" and refuse some of the aid which is given because, "the west is concerned with building things and it does not help Africa to build community."

"If Africa's nations are to be strong and stable, they should be build on the basis of traditional culture, rather than in spite of it," Dr. French said, pointing out that, "the traditional culture should be a positive force."

He said that in some cases, Africa already has some measure of unity within some of her tribes, but she may lose it if she contiues to rely upon western ethics.

State times, 6/30/69

Nation-Building Africa's Need, Speaker States

Nation-building is more advantageous to developing African countries than state-building, Dr. Peter French, Syracuse University director of African Studies, said at Southern University last week.

When industry comes to many African countries, there springs up the tendency to emphasize the building of things—the economy, better health facilities and better schools.

He said they are good in themselves, but expressed a feeling nations should follow the example of Tanzania, which concentrated on building a community together first.

The idea was called "Ujumaa," which means "family," Dr. French said.

Kenya, he noted, has as its national motto "Harambee," which means, "Let's all pull together."

On the other hand, Nigeria is a fragmented state which has built things and has done nothing to build unity among her people, he said.

He advocated that more African leaders say "no to the West" and refuse some of the aid offered because "the West is concerned with building things, and it does not help Africa to build community."

Nixon Tactics Like Those Of Hayes, Says Lecturer

morn adv. 7/8/69

Vernon Jordan, director of the Voter Education Project of the Southern Education Fund, Atlanta, Ga., said at Southern University last week that, while in 1969 Negroes should be encouraged by black participation in politics, they should look seriously at what is happening around them.

The reference took the form of a comparison of compromises entered into by President Nixon with South Carolina's Strom Thurmond, "which reminds me of some of the compromises in 1877 by President Hayes", said Jordan.

Lecturing on "Black Political Participation in the American South", at a civics institute at Southern, Jordan talked of the influences, and the problems as a result of influences of black politics in the south.

Citing increased voters registration, Jordan said that in 1944 there were only five per cent black votes in the Confederate States as compared with 32 per cent of 62 million voters today.

Jordan said that today there are some 740,000 registered black voters in the Confederate South which he attributes to the Supreme Court decisions dealing with voter registration.

"Black votes have had decisive influence and in several instances black votes have made the difference" Jordan said as he cited election results in Atlanta, Ga., Governor Winthrop Rockfeller in Arkansas, and the victory of President Johnson in 1964 as examples of the influence.

He also cited the challenging of whites by blacks for major elective offices, and said that Charles Evers, mayor elect of Fayette, Miss. "is a classic example". Jordan added, "Evers turned out 61 per cent of the Negro votes, and the politics of his congressional district will never be the same again".

Talking of some of the problems encountered, Jordan said that black elected officials have no political tradition or background, and have the problem of holding office for the first time, and how he can be effective for his constituents.

"Newly elected officials do not understand politics" said Jordan as he pointed out that, "the constituency of the black political official makes demands on him that whites have failed to do in 300 years. Constituents have a tendency to condemn him because he cannot make up for the historical inequities perpetrated by the white political system".

Jordan concluded that the United States' sanction of the compromise between Nixon and Thurmond indicates a regression to 1877, and Nixon's proposals and appointments of segregationists in key posts suggest shade of 1877.

SOUTHERN SPEAKER—Dr. St. Claire Drake, co-author of the book "Black Metropolis" will speak at Southern University Thursday and Friday on "Black Internationalism." Dr. Drake has been a professor of sociology at Roosevelt University, Chicago, the past 23 years and will join the Stanford University faculty in September as professor of anthropology and sociology.

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Speaker Expects Alliance Between Stokely, Nkrumah

BATON ROUGE, La. — A suspected alliance between black protest leader Stokely Carmichael and Kwane Nkrumah, president-in-exile of Ghana, to chart a revolution was voiced by a Roosevelt University professor speaking on "Black Internationalism: The Myth and the Reality" at Southern University.

Dr. St. Claire Drake, sociology professor at the Chicago university, said the coalition would be a result of ideological similarities and the proximity of each to the other. Both are living in Guinea.

Nkrumah "bent over backwards to be friendly to the United States," only to be rebuffed in his efforts. Dr. Drake said "Nkrumah, like Carmichael, holds a lot of bitterness for the U. S., and we cannot avoid speculating about the outcome of this proximity to Kwane Nkrumb of Carmishael will lead to."

He said Nkrumah is "thinking, writing and advising on the completion of the black man's emancipation, and just last year, he published a little volume called "Handbook for Revolutionary Warfare".

Dr. Drake said two independent nations in the West Indies have banned Carmichael from their territory—Jamaica and Trinidad, where he was born. He said all black power leaders are banned and new states, headed by black political parties, do not care for the brand of black internationalism black power advocates espouse.

Referring to Guinea on the West Coast of Africa as a "haven for some harassed black internationalists". Dr. Drake pointed out that Conakry, the capital of Guinea, is not the only African city that has given hospitality to exiled black internationalists of revolutionary persuasion.

The speaker observed the varieties of revolutionary black internationalism saying:

—A built-in conflit exist between its leader and those of socialist and Communist movements led by whites. The recent SDS split is a recent case in point.

—The movement are in a very vulnerable position to the Unitd States where black people are only 11 per cent of the population and where any talk of revolution, especially socialist revolution, by blacks or whites is likely to lead to vigorous police action.

Dr. Drake said it was surprising that the media have not given much publicity to the fact that James Forman's "Manifesto" has a long introductory statement that espouses revolutionary black internationalism.

Saying that it also reflects a recurrent theme in black intellectual history, "which I call black Messianism the idea that, out of their suffering, black men will eventually save not only themselves, but all humanity". . . . . .

The speaker said that, "at the moment, the prevalent style of black internationalist —revolutionary black nationalism—does not seem to have a future in terms of the goals it has set for itself, and I am sure that the black states are not going to give financial, military, or diplomatic aid tot the heroic black revolutionaries when, and if, the U. S. decides to decimate their ranks."

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PRE-INSTITUTE SCHOOL ADDRESS Clarendon High School, P.O Box 459
Clarendon, Arkansas

POST-INSTITUTE SCHOOL ADDRESS Same

ROSTER OF PARTICIPANTS

NAME OF PARTICIPANT Dale Vaughan

HOME ADDRESS 925 Pierce Street

PRE-INSTITUTE SCHOOL ADDRESS Shakopee Sr. High School
Shakopee, Minnesota

POST-INSTITUTE SCHOOL ADDRESS Same

NAME OF PARTICIPANT Larry A. Vold

HOME ADDRESS 407 Sharon Lane, White Bear Lake, Minnesota

PRE-INSTITUTE SCHOOL ADDRESS Irondale High School, 2425 Long Lake Road, New Brighton, Minnesota

POST-INSTITUTE SCHOOL ADDRESS Same

NAME OF PARTICIPANT Thomas Wilson

HOME ADDRESS 2778 San Jacinto Street, Beaumont, Texas

PRE-INSTITUTE SCHOOL ADDRESS Charlton-Pollard High School
1900 Carroll St., Beaumont, Texas

POST-INSTITUTE SCHOOL ADDRESS Same

NAME OF PARTICIPANT Jackie Young

HOME ADDRESS 1641 Brookfield Lane, Birmingham, Alabama

PRE-INSTITUTE SCHOOL ADDRESS Parker High School
Birmingham, Alabama

POST-INSTITUTE SCHOOL ADDRESS Same

Certificate of Attendance

EPDA CIVICS INSTITUTE — SOUTHERN UNIVERSITY

THIS IS TO CERTIFY THAT

HAS SUCCESSFULLY COMPLETED ALL REQUIREMENTS IN THE EPDA SUMMER INSTITUTE FOR ADVANCED STUDY IN CIVICS AT SOUTHERN UNIVERSITY, JUNE 16 TO JULY 26, 1969.

President

Director

Dean of the University